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ABSTRACT

In this guide four career education resource areas are identified in four sections. In section 1 community resources are discussed in terms of finding material and human resources, conducting a community survey, coordinating and consolidating resources, and examining exemplary practices. Four exhibits are included: (1) individual career resources questionnaire, (2) general career education opportunities survey, (3) survey of community resources for career education and placement, and (4) military installation education resources survey. The second section presents state and federal career education programs in California. Section 3 identifies the sixteen ERIC Clearinghouses, the San Mateo Educational Resources Center, and the National Center for Career Education. The final section lists publications of stable departments of education, regional career guidance centers, the federal government, and the California Personnel and Guidance Association. In addition, the section lists publications on establishing career centers, and it lists career education journals and newsletters, teacher guides and aids, and measures. Appendixes name state directors of education, national agencies and organizations, and publishers. (CSS)

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ED171678

Implementing Career Education

Resources Guide

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Prepared under the direction of the
Personal and Career Development Services Unit

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See page 46 for additional information about Department of Education publications.

Preface

The bridge to relevancy between education and work and the skills to fulfill realistic aspirations are important student outcomes in a comprehensive career education program. Career education should offer students a chance to learn the social and occupational skills that will make it as easy as possible for them to cross over into the world of work and to gain the accompanying sense of full citizenship.

The State Department of Education has long recognized that infusing career education into the curriculum greatly enhances a school's effort to meet the educational, personal, and occupational needs of its students. In recent years the Department of Education has published a series of books designed to assist districts with the implementation of career education in kindergarten through grade twelve. The publications cover administrative practices, community involvement, exemplary practices, instructional strategies, and other areas of importance to teachers and administrators. *Implementing Career Education: Resources Guide* is the newest addition to that series.

One of the most exciting aspects of career education is the working together of business, industry, labor, government, and the community at large to aid the schools in the effort to achieve the most meaningful career education. This guide is intended to be an introduction to the wealth of experience and information available from government resources at the local, state, and federal levels and from the resources in the immediate community. The sources listed offer access to materials and services as well as to persons with expertise in the area of career education. Most of these resources are available at little or no cost.

The guide will have served an important purpose if it serves to help users see the potential around them and encourages them to go beyond the limitations of this guide in creating their own resources.

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Community Resources

The first, and easiest, place to look for sources of information, materials, and services concerning career education is in the immediate community. Not only will resources be easier to find there, but they will also be more meaningful to the students. This section of the resource guide contains suggestions for seeking and developing career education resources at the local level.

Community involvement in education makes instruction more relevant to the world outside the classroom. The school staff benefits from more frequent and more productive contacts with community representatives and advisory committees, and students benefit from increased knowledge of career options and opportunities for work experience outside the school. An effective plan for community involvement can aid the career education implementation effort in many ways:

- Curriculum can be designed to utilize many community settings in addition to the formal educational settings.
- The school staff can work with new and established employers in the community to identify the educational needs of potential employees and to plan appropriate curriculum changes and specific courses to meet those needs.
- The use of classroom visitors from the business community can be expanded. The concepts of internship, work experience, and field exploration can be extended to become a greater part of the educational experience of students.
- Teachers and counselors can be provided an orientation to business, industry, and labor through short-term employment or exploratory work experience.
- Business, industry, and labor representatives can participate in career days at schools and provide information to students through small group discussions, slide and film presentations, and demonstrations of equipment used in various occupations.
- Current labor market information of value to students, parents, and teachers can be disseminated during career days and at business and industrial fairs.

The State Department of Education publication *Implementing Career Education: Community Involvement* (see page 25) is highly recommended to provide information and a procedure that will be helpful in designing and implementing a community-involvement plan.

Material Resources

Instructional materials centers and libraries are often good starting points for identifying resources that students can use. Books, pamphlets, slide and tape presentations, films, and other media designed to assist students in knowing about themselves and the world of work should be noted. Catalogs and other information relating to postsecondary educational institutions are often located in the counselor's office or the counseling area of a school. It is recommended that all materials related to career education be gathered in a career education resource center.

Media resources for teachers to use in integrating career education strategies with their subject matter areas should also be cataloged, and information should be provided to all teachers about where and how the materials can be acquired.

Human Resources

Personal contact with someone who has expertise or experience in a career field can add a greater sense of relevance to classroom training. Often the lack of such a feeling of relevance among students causes courses to fail. Teachers should, therefore, seek the aid of appropriate persons in the school and the community to supplement the assigned materials.

Some members of the school staff may not have always been in the education profession, and many may pursue other occupations during the summer months. A survey of their past occupations will probably reveal a wide variety of occupational and educational experience that may be useful when a teacher is trying to find someone in a particular career area for a student to interview.

The possibility of encouraging students to help other students as peer resource persons should not be overlooked. The experience of students who have held part-time jobs or done a considerable amount of research in a particular occupational area may be of great value to other students. One school organized what was called a Career Corps, a group of students trained to help their fellow students find needed career information.

Students' families constitute one of the best available resources in support of career education. They represent a broad range of job and occupational alternatives, life-styles, avocations, and leisure-time pursuits; and they also have vested interest in the school and its programs.

Each school year, the families of students should be surveyed to identify areas of knowledge and experience they are willing to share with students. Parent groups from the school can assist in the parent and family survey process. Some schools request student help in preparing survey questionnaires and recording the information to add to the community resource file.

Finding human resources in the community at large may require quite a bit of searching, but the search will prove worthwhile if it yields an assortment of persons in all walks of life who are willing to discuss their careers with students. Contacting local businesses, industry, labor organizations, government agencies, and professional and civic groups is a good start. Senior citizens organizations can be one way of contacting retired persons, many of whom will have valuable information to share. Many local service organizations are listed in the yellow pages of the telephone directory index under "Organizations." One or more of the sample questionnaire and survey forms included later in this section may be used to begin identifying available resources within the community.

Community Survey

The community can offer students a wide variety of career education opportunities. Conducting a paper-and-pencil or an interview survey of the various business-related and civic groups will yield many community resources. Survey questions could include the following: Do the establishments or groups offer tours of facilities? Do they have good resource speakers? Would they be willing to sponsor observational work sites for students or educators?

Examples of questionnaire forms that may be adopted or modified for use in conducting a community survey are included as exhibits at the end of this chapter. Exhibit A is a general survey to be filled out by individuals. Exhibit B is an inventory form to be used for making an overall statistical survey of business attitudes and practices. Exhibit C is a detailed questionnaire for businesses. Exhibit D is a similar detailed questionnaire for military installations.

Coordination and Consolidation

The finding and effective use of community resources requires coordination at both the school and district levels. Community resource coordination helps to ensure that:

1. Communication with the community resource will be clear, and all participants will understand their responsibilities to the program and to the students.
2. Available community resources will not be overused, misused, or underused.
3. Simultaneous requests for the same service will be avoided.
4. Community resource persons will know which school person(s) to contact regarding questions, comments, and complaints.
5. An ongoing information clearinghouse service will inform district and school personnel when new community resources are identified and resource lists are updated.
6. School or district programs using community resources will be given publicity, and participating resources will have recognition for their help; this will encourage continued community involvement and cooperation.

Community Resource Coordinator

If possible, an individual within the school or district should be assigned full-time responsibility for contacting, developing, and coordinating community resources in support of the career education effort. The coordinator encourages the proper use of existing community resources; removes out-of-date resources from the list and finds and publicizes new ones; and maintains close

collaboration with work experience coordinators and other school personnel who have programs that use community resources. The coordinator, who serves as a liaison person between the school and the community, is responsible for identifying, developing, and coordinating community resources and planning school/community cooperative career education activities. The qualifications for the coordinator are as follows:

1. A basic understanding of career education as a comprehensive process and the ability to contribute ideas for activities
2. Knowledge of the roles and functions of school personnel at all levels
3. Oral and writing skills for effective communication
4. Knowledge of the school organization and the teaching and counseling functions
5. Knowledge of the organization, operations, and functions of business and industry

Because the community coordinator is a change agent, he or she should also have skill in interpersonal relations, a desire to work with community persons and the confidence to approach them, and the ability to be persuasive and to persevere in seeking support for career education.

Exemplary Practices

Community support for career education is most effective when it involves active participation as well as endorsement of the concept. For example, volunteers from businesses or industries in the community may talk with students interested in specific jobs or occupational areas about job opportunities, job requirements, working conditions, and company policies and benefits. If possible, they should offer interested students an opportunity to visit the job site.

The following are some school/community practices that have aided implementation of career education:

- The Redwood City Rotary Club publishes a list of its members by occupations and special interest areas. This list is available to local school personnel for their use in setting up individual or group student interviews with representatives from a variety of occupations. The Rotary resources are also used to augment classroom learning in such areas as science, mathematics, English, government, and business practices.
- The Bay Area Air Pollution Control District provides an outstanding service to schools: an information officer is available to visit classrooms throughout the Bay Area to discuss a wide range of environmental concerns as well as job opportunities in the environmental field. An excellent slide show has been prepared to accompany this presentation.
- The Pacific Telephone Company makes available to schools a wide variety of teaching-learning materials. The company's Tele-Trainer Kit is a useful device for teaching communication skills, electronics, and office practices. Pacific Telephone has also produced a science kit, which is available to classroom teachers, and a variety of films which provide information on careers in the communications industry and related areas of interest.
- The Standard Oil Company of California has prepared an Environmental Kit for teachers to use in the classroom.
- The Metropolitan Life Insurance Company distributes for school use a film on how to prepare for a job interview. The film provides information on personal appearance, looking for a job, filling out an application form, and preparing for a job interview.
- The California Employment Development Department (EDD) provides both temporary employment and a comprehensive training program for school counselors in local manpower offices throughout the state during the summer months. Trainees in the program explore the differences between schools and businesses and discover effective methods for gathering information about entry-level job opportunities, requirements, and wages and salaries. The counselors devote a significant portion of their summer employment to visiting business and industry sites and gathering job information that can be used in their counseling activities.

  The success of this summer program has prompted the San Diego City Unified School District to adopt a similar, abbreviated program for all of its counselors. The local EDD personnel assist in the counselor training and arrange visits to local business and industry sites.
- The Industry-Education Council of California has more than 20 cooperative demonstration projects that pair education with community learning opportunities. These projects provide examples of how business, industry, labor, and education can build statewide partnerships.

- The San Diego Industry-Education Council, through cooperative school/community programs, has implemented a Teacher Incentive Program designed to help teachers attend professional conferences. Teacher participants are paid all or a portion of their registration fees. The Teacher-for-a-Day Program places scientists and engineers in classrooms while teachers attend professional meetings. The Free Enterprise Merit Award Program enables outstanding business or economics students to visit businesses for a day. The Meet-the-Scientist Lecture Series provides scientists as guest lecturers in public, private, and parochial junior and senior high schools to discuss the nature of their work. Other activities of the council include publication of a career information directory, arrangement of science fairs and symposia, and establishment of a Community Educational Resources Task Force for conversion of new knowledge in industry to classroom materials. The council produces an annual directory of technical associations, listing organizations with interests in industry-education cooperation. It also works closely with the San Diego Personnel and Guidance Association and the school district to provide work stations for students and educational opportunities for counselors.
- A useful listing of a wide variety of community services and resources is available through the W. E. Upjohn Institute for Employment Research in a booklet entitled *Strengthening Volunteer Industry Service to Public Education: A Basic Manual for School Administrators and Business Executives,* by Samuel M. Burt (Kalamazoo, Mich.: Upjohn Institute, 1971).
- A school in the Sequoia High School District organized the activities of parent volunteers around a monthly career theme. Each month throughout the school year is devoted to a different career-cluster area, and parent volunteers discuss with students the broad range of jobs and opportunities available in the career cluster. Also, volunteer coordinators help classroom teachers locate resource speakers to enrich their classroom activities.
- Gunn High School in Palo Alto, California, begins an extended investigation of careers and life-styles by focusing on the various part-time occupational, avocational, and leisure-time activities of the student body. Teachers are then encouraged to share their leisure-time and avocational interests with students in their classes. Subsequent involvement of the parent community exposes students to an even wider range of occupational and life-style options. Finally, when the immediate resources of the school community have been exhausted, students are encouraged to seek additional information about jobs and life-styles from members of the surrounding communities.
- The Marin County Industry-Education Council, through a joint effort of the schools and the greater Marin County community, has sponsored successful career cluster conferences and teacher training workshops, prepared a career education matrix for kindergarten through the first two years of college, encouraged interschool and district exploratory programs for students, and produced a Marin County community resource directory. The council has also underwritten an industry-education awards program for outstanding student achievement in occupational learning programs. Awards have also been given to community persons who provided outstanding service to industry-education activities.
- A career education specialist was hired jointly by the San Rafael city schools and the Marin County Industry-Education Council. This person expanded the community and school-district base of support for the council and provided implementation techniques and community-resource information to district staff. Other assistance to teachers and counselors was provided at staff workshops, for which district credit was offered.
- An interdistrict exploratory program is administered in Marin County by the Marin County Industry-Education Council in cooperation with the Pacific Telephone Company school representative. Students from three high school districts meet two hours a day for three weeks to participate in nonpaid career exploration of entry-level jobs.
- The Chevron Research Company initiated the Tutoring Richmond Youth project (TRY), which has been expanded to include several other employers and industries in the Richmond, California, area. Employees from the participating companies volunteer an extended lunch hour to work on a one-to-one basis with students from nearby school districts and share learning experiences based on

their particular job focus. Students are thus exposed to a variety of occupational areas and acquire a better understanding of the relationship between school and work. Program costs are borne by the participating industries.

- The Western Headquarters Office of the Metropolitan Life Insurance Company, located on the edge of San Francisco's Chinatown community, offers release time to company employees who volunteer to tutor school-age Chinese immigrants in English-language and communication skills. The program has been operating for several years.
- Several years ago, Pan American World Airways organized a program for placing off-duty stewardesses in volunteer community activities. Through this program, many stewardesses have shared information with students about the places they have visited and people they have met, including information about foreign customs; social conventions; languages and life-styles; and discussions and demonstrations of cooking, clothing, craft work, musical instruments, and other cultural artifacts. They have also provided information on career and occupational opportunities in the airlines industry and have given special tutoring assistance to students in a variety of subject areas.
- Pacific Southwest Airlines (PSA) and the San Diego public schools have established a cooperative course in airline operations. During the first semester, students meet in a PSA classroom and are instructed by airline personnel on aircraft dynamics, flight theory, aircraft maintenance, laws regulating the airlines, and the role of the airline as a public-service agency. In the second semester, the students are given an opportunity to apply the principles and knowledge from the first semester in actual on-the-job experience.
- Rockwell International is providing assistance for career exploration and development of career aquisition skills to Los Angeles area schools. The activities are conducted by Rockwell International employees who volunteer their services to the program.
- Northrop Corporation provides "hands-on" training for high school seniors during the regular school/work day, five days a week. The training is provided by volunteer Northrop employees.

Exhibit A

Individual Career Resources Questionnaire

The purpose of this questionnaire is to find out what interests and talents the members of our community are willing to share with young people. Once this information is on file, it will be possible to match an individual's special skill with a student's particular interest. Would you be willing to have this questionnaire kept on file at the school so that you might be contacted in the event of a particular need or interest? Yes ☐ No ☐

Name_____

Address_____ Phone_____

City_____ State_____ ZIP code_____

What is your field of interest (specific occupation or general trade, craft, professional, or service area)?

_____

What special skills do you possess?

_____

What size group would you like to work with?

- ☐ Large (20 plus)
- ☐ Medium (5–20)
- ☐ Small (2–5)
- ☐ Individual (one to one)

How much time would you be willing to give?

- ☐ Once a week: number of hours_____
- ☐ Every day over a period of several weeks ("hands on" training)
- ☐ Occasionally (lecture or demonstration on a specific topic)
- ☐ Other:_____

Can you volunteer your services? Yes ☐ No ☐ If not, how much would you expect to be paid?_____

I understand that this information is merely exploratory and does not bind me in any way. If there is a need for or interest in my services, I shall be contacted and further arrangements will be made.

_____

(Signature)

Exhibit B

General Career Education Opportunities Survey

1. Do you have opportunities within your organization that could provide students with experiences that would enhance their career endeavors? Yes ☐ No ☐

2. To what extent are these opportunities available?

   ☐ Infrequently
   ☐ Occasionally
   ☐ Very frequently
   ☐ Continually

3. For what age levels would the opportunities be most appropriate?

   ☐ Preschool through grade six
   ☐ Grades seven through nine
   ☐ Grades ten through twelve
   ☐ Beyond grade twelve

4. Check any of these resources that are available through your organization.

   ☐ Printed material
   ☐ Audiovisual material
   ☐ Speakers
   ☐ Tours
   ☐ Samples

5. Indicate the appropriate types of on-the-job career opportunities available within your facility.

   ☐ Exploratory work experience
   ☐ Paid work experience
   ☐ Voluntary work experience
   ☐ Other: _____

6. If opportunities for on-the-job experience do *not* now exist within your organization, would you be willing to implement such programs? Yes ☐ No ☐

7. How much chance for advancement exists for a student involved with your organization?

   ☐ None
   ☐ Some
   ☐ A great deal

3. Which of the following is the source of the greatest benefit you receive from student involvement with your organization?

- ☐ Promoting education and satisfying a community need
- ☐ Having access to inexpensive labor
- ☐ Training potential full-time employees
- ☐ Other

Comments:

Exhibit C

Survey of Community Resources for Career Education and Placement

Name of organization _____ Date _____

Address _____ Phone _____

City _____ State _____ ZIP code _____

1. Type of operation: _____

_____

_____

2. Name of key person to contact regarding occupational field trips, speakers, or occupational materials:

_____

3. Are you able to accommodate student field trips? Yes ☐ No ☐

If so, please give a one-sentence description: _____

_____

What age or grade level would you recommend for the tour? _____

Maximum number of students that can be accommodated? _____ Minimum? _____

Number of school supervisors required? _____

Safety precautions required? _____

Time of day you can provide tours? _____ Length of tour? _____

Number of days advance notice is required for tours? _____

Other comments: _____

4. Do you have speakers available to visit schools? Yes ☐ No ☐

Topics? _____

Of interest to teachers of what subjects? _____

Of interest to students of what grade levels? _____

May we videotape these speakers? Yes ☐ No ☐

Other comments: _____

5. Do you have career education resource materials available for general distribution? Yes ☐ No ☐
To lend? Yes ☐ No ☐

If so, please give topics and type (films, filmstrips, tapes, printed matter, kits, and so forth):

Topics	Type
_____	_____
_____	_____

Comments: _____

6. May a team of students or teachers come into your establishment to:

Produce slide pictures of people at work? Yes ☐ No ☐

Tape on-the-job interviews to go with the pictures? Yes ☐ No ☐

Comments: _____

7. Would you be interested in helping to orient school counselors and teachers to the world of work and acquaint them with area job opportunities for their students? Yes ☐ No ☐

Through actual summer work experience for counselors/teachers? Yes ☐ No ☐

Through field trips for counselors/teachers? Yes ☐ No ☐

Comments: _____

8. Please check if you would be interested in learning more about the following:
   - ☐ Providing job training stations for students
   - ☐ Providing advisers for career education advisory committees

9. What is the approximate number of persons you employ? _____

10. What entry level jobs are available in your organization? (Please list and give details on the attached form. Attach additional sheets if necessary.)

Employer Survey of Entry-Level Jobs

Name of employer _____

Descriptive job title	Number of yearly openings	Required training or skills	Starting hourly wage	Training (on-the-job or outside) recommended for advancement

Exhibit D

Military Installation Education Resources Survey

Name of installation_____

Address_____

City_____ State_____ ZIP code_____

Contact person_____ Phone_____

1. Are you able to conduct tours of the installation for students or school personnel? Yes ☐ No ☐
   If so, which of the following groups would derive the greatest benefit from the tours?

   ☐ Elementary students ☐ High school students ☐ School personnel

   Maximum number that can be accommodated?_____ Minimum?_____

   Number of school supervisors required?_____

   Safety precautions required?_____

   Time of day tours can be conducted?_____ Length of tours?_____

   Number of days advance notice required?_____

   Please give a brief description of the tours:_____

   _____

   Comments:_____

   _____

2. Do you have speakers available to visit schools? Yes ☐ No ☐ If so, which of the following groups would derive the greatest benefit from the presentations?

   ☐ Elementary students ☐ High school students ☐ School personnel
   Maximum group size?_____ Minimum?_____ Time of day?_____

   Number of days advance notice required?_____

   Special equipment needed? (Electrical outlet, film projector, and so on)_____

   _____

   Please give a brief description of the content:_____

   _____

3. Do you have career education resource materials (films, printed material, kits, and so forth) available for general distribution? Yes ☐ No ☐ To lend? Yes ☐ No ☐. If so, would you please list the types and indicate the appropriate audience.

Type of material	Audience
_____	_____
_____	_____
_____	_____

Comments: _____

_____

4. Would it be possible for students or school personnel to observe and interview military personnel while they are engaged in their military duties? Yes ☐ No ☐

Comments: _____

_____

Note: The purpose of the above activity would be to allow students and school personnel to observe similarities between military and nonmilitary occupations and life-styles.

5. Do you feel your installation has unique facilities, materials, or personnel that could contribute significantly to career education? Yes, ☐ No ☐
If so, would you be willing to become more involved in local schools' efforts to provide experience for students in career education? Explain: _____

_____

Do you have personnel with expertise in curriculum development, media development, and so forth who would be available to work with school district personnel in developing career education for students? Yes ☐ No ☐

Do you have a career center at your installation? Yes ☐ No ☐

Are courses offered on base that nonmilitary students or school personnel could attend? Yes ☐ No ☐

If so, please describe briefly the types of courses, training, or opportunities you feel are appropriate:

_____

_____

_____

State and Federal Programs

Local resources should be used to the greatest extent possible. However, at some time almost all educators will have to search beyond the local community for information, materials, or expertise in a certain field. This section contains a list of programs and projects sponsored by the state or the federal government. Through these programs various government agencies sponsor or fund innovative work, offer speakers and demonstrations, or provide information and materials. The programs and projects that are listed here, therefore, not only can serve as examples of what can be done but also can be valuable sources of material support for interested schools or districts.

State Programs

The Office of Secondary Education Program Management in the State Department of Education has the overall administrative responsibility for career education in California schools. Statewide implementation of career education programs is accomplished through the resources of the Personal and Career Development Services Unit, working in cooperation with the Elementary Education, Adult Education, Vocational Education, and Special Programs and Support Services divisions of the Department. For general information and assistance and for current information on funding sources, request a copy of the *Career Education Fact Sheet* from:

Personal and Career Development Services Unit
State Department of Education
721 Capitol Mall
Sacramento, CA 95814
(916) 322-6352

Master Trainer Workshops

The State Department of Education, in cooperation with the California Association of Work Experience Educators (CAWEE), offers master trainer workshops throughout the state to provide teachers, counselors, administrators, parents, and others with skills they need to broaden occupational awareness, aspirations, and opportunities for youth. The two-day workshops enable educators to develop educational strategies for infusing career education concepts into the curriculum to familiarize elementary and secondary students with a wide range of occupational opportunities, educational requirements, and career implications. The workshops are also designed to prepare participants to become master trainers capable of conducting workshops themselves.

For more information regarding master trainer workshops, contact the Personal and Career Development Services Unit of the Department of Education.

California State Facilitator Projects

A network of three facilitator projects has been established to assist educators with the adoption of validated educational practices. Using Elementary and Secondary Education Act, Title IV, Part C, funds, the State Department of Education has commissioned each of these centers with the task of providing the following: (1) information on validated educational programs; (2) assistance in program adoption; (3) assistance in developing adoption proposals; (4) a clearinghouse service for proposals; and (5) assistance in the management of change.

The purpose of the resource centers is to provide educators with information regarding successful programs and practices. The materials in the centers are available to educators throughout the state.

Products and information from all terminating ESEA Title IV-C incentive projects and other improved practices have been collected, cataloged, and are currently housed at each of the three facilitator locations. Many of the products are on microfiche and available upon request.

For information or assistance write to the nearest project office:

State Facilitator Project
AJH, Room 100
California State University
Chico, CA 95929

State Facilitator Project
Office of Santa Clara County
Superintendent of Schools
100 Skyport Dr.
San Jose, CA 95110

State Facilitator Project
Office of Los Angeles County
Superintendent of Schools
9300 E. Imperial Hwy.
Downey, CA 90242

Career Education Projects

In recent years incentive grants have been available from a variety of federal sources to develop innovative programs in career education. These sources include the Vocational Education Act (PL 94-482), the Education Amendments of 1974 (PL 93-380), ESEA, Title IV, Part C, and others. As a result a large number of programs, practices, and materials have been developed, many of which can be adopted or adapted for use by others. Chart 1 is a list of the districts, county offices, and other agencies that have been actively involved in career education. Although the list is not all inclusive, it should provide the user with possible sources of assistance or information.

CHART 1

Federally Funded Career Education Projects in California

Project name	Description	Grades served	Host organization
A Model for Changing Sex Roles in the Elementary School	Students and teachers learning to identify and avoid sex-role stereotyping	K-8	Cupertino Union Elementary School District 10301 Vista Dr. Cupertino, CA 95014
Alternative Learning Experiences for Job-Bound Juniors and Seniors	Allows students to work with district classified personnel one day a week for minimum wage	11-12	Placentia Unified School District 1301 E. Orangethorpe Ave. Placentia, CA 92670
Alternative Vocational Training for the Trainable Mentally Retarded	Integrates TMR students into vocational education courses	Ages 16 to 21	Castro Valley Unified School District P.O. Box 2146 Castro Valley, CA 94546
CARE (Career Activities for Relevant Education)	Comprehensive career education program in curriculum, guidance, and community exploration	K-8	La Mesa-Spring Valley Elementary School District 4750 Date Ave. La Mesa, CA 92041
Career Information Technician	Use of paraprofessionals to manage career centers and disseminate information	9-12	Fullerton Joint Union High School District 2600 E. Nutwood Ave., Tenth Floor Fullerton, CA 92631
CHOICE (Children Have Options in Career Education)	Materials and strategies for career education infusion in regular curriculum	Pre-K-12	San Diego City Unified School District 4100 Normal St. San Diego, CA 92103
Concerned	Retirees tutoring low-achieving students in occupational programs	9-12 (low-achieving)	Napa County Superintendent of Schools 4032 Maher St. Napa, CA 94558

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CHART 1 (Continued)

Project name	Description	Grades served	Host organization
CONFIDENCE	Program to develop confidence in EMR students to enable them to find and keep jobs on graduation	9-12 (handicapped)	Montebello Unified School District 123 S. Montebello Blvd. Montebello, CA 90640
CUES (Career Units for ESL Students)	Providing materials and interaction with the business community to LES/NES students	10-12 (LES/NES)	Los Angeles Unified School District P.O. Box 3307 Terminal Annex Los Angeles, CA 90051
Elementary Career Counseling Project	Team approach to expanding career awareness, self-awareness, and value clarification	K-8	San Diego City Unified School District 4100 Normal St. San Diego, CA 92103
Focus on Curriculum Unifying Skills	Vocationally oriented curriculum to foster personal, career, and consumer awareness	7-8	San Juan Unified School District 3738 Walnut Ave. Carmichael, CA 95608
Fresno County Industry/ Education Alliance	Aligns the community career expectations and school curriculum	7-12	Fresno Unified School District Tulare and M St. Fresno, CA 93721
Increase Industry/Business Community Participation in Junior High School Career Systems	Business community involvement allowing students realistic participation in work	7-8	Salinas Union High School District 431 W. Alisal St. Salinas, CA 93901
Infusing Career Guidance Concepts and Practices into the Total Curriculum	An interdisciplinary approach to infusing career guidance concepts	9-12	San Juan Unified School District 3738 Walnut Ave. Carmichael, CA 95608
LAUNCH (Laboratory Activities to Understand and Nurture Choosing)	Career guidance program to increase self-understanding and personal responsibility of students	2-5	Newport-Mesa Unified School District P.O. Box 1368 Newport Beach, CA 92663
LINKAGE (Learning in New Kinds of Activities and Growth Experiences)	Personal instruction for educationally handicapped students to develop job and social skills	9-12 (handicapped)	San Diego City Unified School District 4100 Normal St. San Diego, CA 92103
MATCH (Matching Attitudes and Talents to Career Horizons)	Career education infusion program for all curriculum areas	K-8	Ontario-Montclair School District 950 W. D St. Ontario, CA 91761
Mobile Career Awareness Unit	Use of a mobile unit to present career awareness information and materials	4-6	Napa Valley Unified School District 2425 Jefferson St. Napa, CA 94558
Participation Education for a Community of Individuals	Use of community resources to provide students with job experience and academic credit	9-12	Kern Union High School District 2000 Twenty-fourth St. Bakersfield, CA 93301

CHART 1 (Continued)

Project name	Description	Grades served	Host organization
Vocational Development for the Handicapped	A program of career education classes for freshmen; vocational skills assessment for sophomores, juniors, and seniors; exploratory and paid work for juniors and seniors	9-12 (handi-capped)	Fremont Union High School District Box F Sunnyvale, CA 94087
Wonders of Work	Multidisciplinary, multisensory career awareness activities for disadvantaged students	4-6	Los Angeles Unified School District P.O. Box 3307 Terminal Annex Los Angeles, CA 90051
WORTH (Work Options Related to the Handicapped)	Career development program for EMR, EH, hearing impaired, and severe language handicapped students	4-8 (handi-capped)	La Mesa-Spring Valley Elementary School District 4750 Date Ave. La Mesa, CA 92041

Career Education Project Sites Funded Under PL 93-380

Public Law 93-380, the amendments to the Elementary and Secondary Education Act, makes limited funds available for career education grants and assistance contracts. The following project sites in California were selected by the U.S. Office of Education. Useful products may be available from these project sites.

American Institutes for Research
P.O. Box 1113
Palo Alto, CA 94302

Ceres Unified School District
P.O. Box 307
Ceres, CA 95307

Davis Joint Unified School District
23 Russell Blvd.
Davis, CA 95616

Frederick Burk Foundation for Education
San Francisco State University
75 Southgate Ave.
Daly City, CA 94015

Industry-Education Council of California
1575 Old Bayshore Hwy.
Burlingame, CA 94010

Federal Programs

Besides subsidizing many projects at the state level, the federal government sponsors many nationwide programs. These programs involve a wide range of persons in a wide range of activities. The programs, described in Chart 2, offer aid ranging from publications to developmental grants.

CHART 2

Federal Career Education Programs

Program title	Description	Assistance available	Publications	Contact for information
Apprenticeship Training	The Bureau of Apprenticeship and Training, Employment and Training Administration, U.S. Department of Labor, works with unions and employers to set standards for apprenticeships. Apprenticeship information centers exist in 34 local Employment Service offices to provide information on apprenticeships. Through its Apprenticeship Outreach Program, the Bureau places special emphasis on helping disadvantaged persons, women, and members of minority groups become skilled workers.	The bureau can provide advice to groups and to individuals.	*Apprenticeship* Price: 30 cents *Apprenticeship Training: Sure Way to a Skilled Craft* Price: 35 cents (also available in Spanish)	Bureau of Apprenticeship and Training Employment and Training Administration U.S. Department of Labor Washington, DC 20213
Bureau of Education for the Handicapped	This bureau operates many programs related to educating the handicapped, some of which concern career education.	Grants for research, demonstration projects, and personnel training are awarded.	*The Unfinished Revolution: Education for the Handicapped*	Bureau of Education for the Handicapped U.S. Office of Education U.S. Department of Health, Education, and Welfare Washington, DC 20202
Career Education Program	This program provides funds for projects designed to improve career education in elementary schools, high schools, community colleges, technical institutes, four-year colleges, universities, and employer-sponsored training programs.	Grants and contracts for career education projects.	*An Introduction to Career Education* *Career Education: How to Do It*	Office of Career Education U.S. Office of Education U.S. Department of Health, Education, and Welfare Washington, DC 20202
Education and Work Program	This program conducts research and development activities related to career education. Present activities aim at two major goals: 1. To improve our understanding of the relationship between education and work 2. To increase the contribution education makes to individuals' abilities to choose, enter, and progress in work that is beneficial to themselves and others	Funds are made available to conduct research and some career education development programs. Public and private institutions, organizations, and individuals may receive funds in four areas: 1. Career planning and occupational choice 2. The transition from school to work 3. Career planning 4. Retraining and lifelong learning opportunities for career development		Education and Work Group National Institute of Education 1200 Ninteenth St., NW Washington, DC 20208

*Priced publications may be purchased from the Superintendent of Documents, Government Printing Office, Washington, DC 20402

CHART 2 (Continued)

Program title	Description	Assistance available	Publications	Contact for information
Employment Service	The Employment Service—often called the Job Service—consists of a network of more than 2,400 local offices across the nation. It helps jobseekers find suitable work, either at once or after training. It also operates a computerized job bank in 43 states; each job bank provides a daily printout of jobs available in the state or local area served by an office. The Employment Service also administers aptitude tests.	Employment Service staff can assist in school placement programs and help students acquire information about jobs and training opportunities. Staff members can speak to students or conduct practice job interviews.	*The Employment Service* *The Dictionary of Occupational Titles*	U.S. Employment Service Employment and Training Administration U.S. Department of Labor Washington, DC 20213 Federal and state local offices are listed in the telephone book under the name of the state.
Exemplary Projects in Vocational Education	This program is designed to create bridges between schools and employers and to broaden the occupational aspirations of young people, especially those with socioeconomic handicaps. Both private and public schools are eligible for assistance.	Grants are made to allow recipients to operate exemplary projects.	A list of current projects is available.	Director Division of Research and Demonstration ROB-3, Room 5042 U.S. Office of Education U.S. Department of Health, Education, and Welfare Seventh and D St., SW Washington, DC 20202
National Audiovisual Center	The National Audiovisual Center provides governmental agencies and the general public with a central information and distribution service of audiovisual material produced by or for government agencies. The current catalog contains 4,500 audiovisuals, many of which can be used in career education programs. Films may be rented or purchased. The center can also provide a list of films that may be borrowed and a list of places from which they may be borrowed without charge.			National Audiovisual Center National Archives and Records Service General Services Administration Washington, DC 20409

CHART 2 (Continued)

Program title	Description	Assistance available	Publications	Contact for information
Occupational Outlook Information	One of the major tasks of the Bureau of Labor Statistics, U.S. Department of Labor, is the collection and dissemination of career and occupational outlook information. Numerous pertinent reports are issued. In addition to priced publications, the bureau publishes two series of pamphlets. A series of 11 motivational leaflets relates jobs to specific subjects, such as mathematics and mechanics. The other series includes five leaflets that contain lists of jobs grouped according to the amount of education they require.		*Occupational Outlook Handbook* Price: $7 (available from regional offices) *Occupational Outlook for College Graduates* Price: $3.30 (available from regional offices) *Occupational Outlook Quarterly* Price: $4 per year	Regional Office Bureau of Labor Statistics U.S. Department of Labor
President's Committee on the Employment of the Handicapped	The committee brings together leaders of business, labor, the professions, and the rehabilitation profession with handicapped people to conduct joint promotional efforts to improve job opportunities for handicapped adults. The President's Committee as well as governors and local committees can provide speakers, counseling services, and information.	Advisory services and counseling. No grants are made.	*Preparing for Work* *Student Projects Designed to Aid Handicapped People* *Guide for Job Placement of the Mentally Retarded* *Colleges Accessible to the Handicapped*	President's Committee on the Employment of the Handicapped Washington, DC 20210
Retired Senior Volunteer Program	A part of ACTION, the federal agency for volunteer service, RSVP provides volunteers aged sixty and over for schools, day-care centers, and libraries. Volunteers can share their work experience with the students.	If there is a local RSVP project, older persons can arrange to work in schools.		Look under Retired Senior Volunteer Program in the telephone book.
Small Business Administration	This is a permanent independent government agency that encourages and assists small businesses. The Minority Small Business Program assists members of minority groups. The administration offers workshops, clinics, and publications that can support a career education program.	Speakers and advice.	*Personal Qualities Needed to Manage a Store* *Starting and Managing a Service Station* Price: $1.15	Small Business Administration Washington, DC 20416

CHART 2 (Continued)

Program title	Description	Assistance available	Publications	Contact for information
U.S. Civil Service Commission	This federal agency is responsible for all job standards and examinations in the competitive civil service. A number of summer job programs are available for high school- and college-age youth. The judiciary and Congress—including the Library of Congress—and agencies such as the Department of State and FBI are not covered.	No project grants are made. Students in summer work programs are paid.	*Working for the USA* Price: 55 cents *The Federal Career Directory* Price: $3.45 *Guide to Federal Career Literature* Price: $1.05 *Summer Jobs: Opportunities in the Federal Government*	U.S. Civil Service Commission Washington, DC 20415 and Federal job information centers listed under U.S. Government in the telephone book
U.S. Department of Defense	Each armed service makes much material and many services available to local schools so that students and educators can learn about military careers.	Tours of military bases and visits to the schools by military personnel are offered.	Each service publishes a large number of books and pamphlets concerning careers in the military. Local recruiters can provide copies of the most current ones.	See any local recruiter.
Work Experience and Career Exploration Program	This program allows students aged fourteen or fifteen to work up to 23 hours per week in school-related jobs or career exploration programs supervised and administered by the school. Students must receive school credit for participation and be paid the minimum wage. Work experience must be related to instruction received in school. Students must not displace workers already employed in a particular establishment. Programs have been implemented in 20 states.	Funding is provided by the state in which the program operates.		Director of Vocational Education State Department of Education 721 Capitol Mall Sacramento, CA 95814
Youth Challenge Program	Another ACTION program, YCP serves people aged fourteen to twenty-one by providing useful work experience for students. Students work approximately 6 hours a week without pay.	Matching grants are available to start projects. No money is available to pay volunteers.	*How to Get a Job* (written for the handicapped)	Youth Challenge Program ACTION 806 Connecticut Ave., NW Washington, DC 20525

Clearinghouses

Two major clearinghouses for educational information should be among the resources known by and available to all educators in California. The first, the Educational Resources Information Center, involves a national network headquartered in the nation's capitol. The other, the San Mateo Educational Resources Center, is a related institution located in Redwood City, California.

Educational Resources Information Center

The Educational Resources Information Center (ERIC) is part of the National Institute of Education (NIE) in Washington, D.C. As the national clearinghouse for education information, ERIC publishes two major indexes:

Resources in Education (RIE) is a monthly catalog of abstracts of education-related documents. It contains references primarily to "fugitive" information (unpublished or of limited distribution), technical and research reports, speeches and papers, program descriptions, curriculum materials, and so on. The documents referenced (currently about 135,000) are available in microfiche format.

Current Index to Journals in Education (CIJE) is ERIC's monthly index to articles in over 700 education-related journals. The listings in *CIJE* currently include approximately 145,000 articles. The articles are available in photocopy format.

ERIC maintains 16 clearinghouses, each specializing in a particular subject area in the field of education. Each clearinghouse is responsible for acquiring, selecting, cataloging, indexing, and abstracting documents in its subject area. The data from each clearinghouse is then sent to the main facility in Washington, D.C., to form the central data base, from which publications and indexes are produced.

The clearinghouse on career education, located at the Ohio State University Center for Vocational Education, specializes in career education at all levels, encompassing attitudes; self-knowledge; decision-making skills; general and occupational knowledge and specific vocational and occupational skills; adult and continuing education relating to occupational, family, leisure, citizenship, and retirement roles; and vocational and technical education, including new subprofessional fields, industrial arts, and vocational rehabilitation for the handicapped. The address of the Career Education Clearinghouse, along with that of the other 15 clearinghouses, is as follows:

Career Education Clearinghouse
Ohio State University
Center for Vocational Education
1960 Kenny Road
Columbus, OH 43210
(614) 486-3655

Counseling and Personnel Services Clearinghouse
University of Michigan
School of Education Building, Room 2108
E. University and S. University St.
Ann Arbor, MI 48104
(313) 764-9492

Early Childhood Education Clearinghouse
University of Illinois
College of Education
805 W. Pennsylvania Ave.
Urbana, IL 61801
(217) 333-1386

Educational Management Clearinghouse
University of Oregon
Eugene, OR 97403
(503) 686-5043

Handicapped and Gifted Children Clearinghouse
Council for Exceptional Children
1920 Association Dr.
Reston, VA 22091
(703) 620-3660

Higher Education Clearinghouse
George Washington University
One Dupont Circle, NW
Suite 630
Washington, DC 20036
(202) 296-2597

Information Resources Clearinghouse
Syracuse University
School of Education
Area Instructional Technology
Syracuse, NY 13210
(315) 432-3640

Junior Colleges Clearinghouse
University of California
Powell Library, Room 96
405 Hilgard Ave.
Los Angeles, CA 90024
(213) 825-3931

Languages and Linguistics Clearinghouse
Center for Applied Linguistics
1611 N. Kent St.
Arlington, VA 22209
(703) 528-4312

Reading and Communication Skills Clearinghouse
National Council of Teachers of English
1111 Kenyon Road
Urbana, IL 61801
(217) 328-3870

Rural Education and Small Schools Clearinghouse
New Mexico State University
Box 3 AP
Las Cruces, NM 88003
(505) 646-2623

Science, Mathematics, and Environmental Education Clearinghouse
Ohio State University
1200 Chambers Road, Third Floor
Columbus, OH 43212
(614) 422-6717

Social Studies/Social Science Education Clearinghouse
Social Science Education Consortium, Inc.
855 Broadway
Boulder, CO 80302
(303) 492-8434

Teacher Education Clearinghouse
American Association of Colleges for Teacher Education
One Dupont Circle, NW
Suite 616
Washington, DC 20036
(202) 293-7280

Tests, Measurement, and Evaluation Clearinghouse
Educational Testing Service
Princeton, NJ 08540
(609) 921-9000, ext. 2176

Urban Education Clearinghouse
Columbia University
Teachers College, Box 40
525 W. One Hundred Twentieth St.
New York, NY 10027
(212) 678-3433

Inquiries to the central ERIC office should be addressed to ERIC Central, National Institute of Education, Office of Dissemination and Resources, Washington, DC 20208.

San Mateo Educational Resources Center

The San Mateo Educational Resources Center (SMERC) houses all of the ERIC microfiche, the RIE and CIJE catalogs, and most of the cited educational journals. For retrieval of ERIC documents, a computerized system is housed in the Office of the San Mateo County Superintendent of Schools.

Fugitive Information Data Organizer (FIDO) is SMERC's index of fugitive materials of local, national, and international interest. Documents are accessioned, placed on microfiche, and included in a regularly updated *FIDO* catalog that is sent to each school in each subscribing agency.

Through Lockheed's computerized retrieval system, ERIC/DIALOG, access to computer files other than ERIC is available. When specifically requested, with the understanding that special charges are involved, SMERC will conduct a computer search through the following: Abstracts of Instructional Materials in Vocational and Technical Education (AIM); Abstracts of Research and Related Materials in Vocational and Technical Education (ARM); National Technical Information Service (NTIS); National Agriculture Library (AGRICOLA); Psychology Abstracts; Abstracted Business Information (ABI); and others.

Each subscribing agency receives *SMERC News Notes,* SMERC resource guides, and SMERC catalogs. After locating the desired material through these resources, a person phones, writes, or visits the local agency's linking agent. The request will be processed within 24 hours of the time it is received. No charge is assessed for this service unless the request exceeds the maximum allowed, which is ten microfiche cards (after which the charge is 50 cents per fiche, or three for $1) or 20 pages of photocopy (after which the charge is 15 cents per page).

Persons or agencies that do not subscribe to the services provided by SMERC are welcome to order documents at a nominal charge by contacting the Educational Resources Center, Office of the San Mateo County Superintendent of Schools, 333 Main Street, Redwood City, CA 94063.

Subscribing Agencies

Although an individual or an agency need not be a subscriber to use SMERC, interested educators should check with the school district office or with the county superintendent's office to see whether the district or the county subscribes to SMERC. If not, those offices are probably linked to a nearby subscriber. A list of current subscribing agencies is available from the SMERC office.

National Center for Career Education

The National Center for Career Education (NCCE) is another clearinghouse; but unlike ERIC and SMERC, its collection is specialized in the field of career education.

The National Center for Career Education collects career education materials and then facilitates the nationwide distribution of the materials. A catalog is not published because of the rapid growth of the NCCE library. The center offers computer search services, which result in a computer printout of citations of requested materials. The NCCE Resource Center contains teacher guides, curriculum guides, reference materials, guidance and counseling materials, and learner materials from many states. To request a search, write to the National Center for Career Education, Search Request, Box 1115, Missoula, MT 59807.

A search request card, the instructions necessary to complete the request, and any additional information requested will be mailed. One search request includes listings of search results (up to 50 pages per search, approximately 150 citations on 50 pages). A $35 flat fee is charged for a search request; subrequest searches within the prior search area cost $20 per search request. The printout represents materials the NCCE has in its library suitable to the request made. It will also include interpretation aids and ordering procedures for obtaining any of the materials desired. Results of the search will be received in about two weeks.

An affiliate center is located at the University of Southern California. For additional information write to the National Center for Career Education, University of Montana, Box 7815, Missoula, MT 59807.

Publications

The lists of publications in this section are by no means complete. However, they include many documents that readers will find basic to a comprehensive knowledge of the theory and practice of career education. Many of the publications also contain bibliographies and lists of other resources.

Publications of the State Department of Education

Complimentary copies of the following publications were furnished to each county superintendent of schools and each district superintendent. Additional copies may be purchased from the Bureau of Publications, California State Department of Education, P.O. Box 271, Sacramento, CA 95802.

Career Education: A Position Paper on Career Development and Preparation (1974)

A discussion concerning the need for career education and a philosophy to accommodate that need. Provides the reader with an overview of career education in California and the position of the California State Department of Education on career education. ($.85)

Career Education Microfiche Collection Catalog (1975)

A collection of curriculum, instruction, guidance, and management materials for career education available in microfiche format. The titles listed include 58 subject areas and 25 educational locations, representing the efforts of many educators dedicated to the infusion of career education into school programs. ($.85)

Sources of Information on Career Education: An Annotated Bibliography (1975)

An annotated listing of documents, reports, and other resource materials of importance to educators, counselors, administrators, and others involved in the implementation of career education. ($.85)

Implementing Career Education: An Administrator's Handbook (1976)

A handbook to assist administrators in developing a system for infusing career education into the curriculum. Includes planning, organizing, obtaining resources, implementing, and evaluating. ($.85)

Implementing Career Education: Community Involvement (1977)

A collection and summary of the information from successful community-involvement techniques and practices carried on in many California schools. ($.85)

Implementing Career Education: Concept and Process (1977)

A workshop format to prepare persons to promote, plan, implement, and evaluate career education in a school or a district. ($.85)

Implementing Career Education: Exemplary Practices (1977)

Descriptions of a variety of exemplary practices in career education developed in schools throughout California. Each of the practices has been demonstrated to be effective, and each could be used by other schools without unusual additional resources. ($.85)

Implementing Career Education: Nine Model Practices (1976)

A report containing descriptions of nine practices that may be used in the implementation of career education. For the nine practices descriptions of the practices, strategies for implementation, and considerations affecting the implementation are provided. The practices also serve as models to achieve articulation of local educational agency resources for enhancing the implementation of career education. ($.85)

Implementing Career Education: Instructional Strategies Guide (1977)

A guide, for kindergarten through grade twelve, providing career education goals, objectives,

strategies, activities, resources, and evaluation for all the subject areas traditionally offered. Includes techniques for establishing cooperative efforts between counselors and teachers and contains units or lessons for use in the classroom. ($.85)

Pupil Personnel Services: Needs, Problems, a Plan for Solutions (1975)

A presentation of the results of the most comprehensive study of pupil personnel services ever conducted in California and the means of improving those services. ($1.65)

Over 430 different educational publications are available from the Bureau of Publications. To obtain a complete list of current titles, request a copy of *Selected Publications of the California State Department of Education* from the Bureau of Publications.

Audiovisual Materials

The following films and sychronized slide-tape presentations may be obtained on short-term loan by contacting the Personal and Career Development Services Unit, State Department of Education, 721 Capitol Mall, Sacramento, CA 95814. Phone (916) 322-6352. The slide-tape programs require a Kodak Carousel projector and a Wollensak Model 2550 tape recorder or comparable equipment.

Using Community Resources in Career Education. This 10-minute slide-tape program contains many ideas for accessing community resources as well as strategies and techniques for better utilization of the resources. It is recommended for staff development and for use with parent or community groups.

Infusion. This 10-minute slide-tape dramatization of the interdisciplinary nature of career education provides a demonstration of the relevance of including career education concepts in the learning process. It can be used most effectively in staff development activities.

Getting It All Together. This 30-minute 16 mm color film contains highlights of exemplary programs in career education from various parts of the United States. It is recommended for staff development, parent or community groups, and grades nine through twelve and adult.

Hey! What's Happening? This 30-minute 16 mm color film reveals the relationships between career planning and decision making, education, work and leisure alternatives, life-styles, and personal satisfaction. The film is accompanied by a teacher's guide with discussion questions and career development activities for classroom use. It is recommended for middle elementary grades through adult.

Publications of Regional Career Guidance Centers

The following materials are available from the two California Regional Career Guidance Centers. To obtain the products or the services described, contact one of the regional centers:

California Regional Career Guidance Center
San Diego County Office of Education
6401 Linda Vista Road
San Diego, CA 92111

California Regional Career Guidance Center
Los Angeles County Superintendent of Schools
9300 E. Imperial Hwy.
Downey, CA 90242

Staff Development Program

This 600-page document contains a step-by-step approach to initiating and implementing a career development program in junior and senior high schools. The program is designed for use in a three-day workshop led by trained workshop leaders familiar with the goals and objectives of the program. The program is based on the *California Model for Career Guidance Curriculum, K-Adult* prepared by the California State Department of Education. Participants simulate a nine-month process of initiating and implementing a career development program in the "Glen Oaks School District." Handbooks, filmstrips, and cassettes, along with descriptions of the community, school programs, and faculty are provided to all participants. Workshop participants assume faculty and community roles during the activities.

Career Tests and Resources Selection System

This kit contains narrative descriptions of 115 career tests and 235 career materials. Each description also contains an evaluation of the test or resource, its price, and the publisher. Each description is printed on a heavy needle-sort card stock.

The perimeter of each card contains selection criteria suggested by practitioners. For tests, criteria include test type, grade level, career stage, scoring method, time needed, group size,

related resources, and various psychometric considerations. Resource selection factors include type of material, career stages, grade level, availability, curriculum area, users, time needed, group size, and special considerations for potential purchasers.

All components of the system are contained in a box with explanatory materials and sorting needle. Materials are updated annually.

Employer Profiles

This book contains brief descriptions of approximately 100 employers in the San Diego and Imperial County areas. The profiles include the location of the employer, working conditions, availability of summer or part-time employment, entry jobs and salaries, hiring practices, and additional facts about the employer. Places to find additional information about the entry jobs are also noted. Entry jobs are cross-referenced by employer, interest inventory scales, and career education clusters.

Profiles are updated annually. All information is gathered through mail surveys and personal visits by teams of local teachers and counselors.

Career Information Directory

This booklet contains an outline of the various community resources available to teachers and counselors from San Diego businesses and government agencies. Through an annual survey listings of speakers, films, printed materials, and field trip information are provided to local educators. These lists are organized into occupational and educational clusters and each entry is accompanied by the name of a contact person and that person's telephone number. Over 100 businesses and agencies participate in this program each year.

Federal Government Publications

The federal government produces hundreds of publications that can be of value in the implementation of career education. The four listed publications are recommended as a starting point and should provide the user with a multitude of ideas and sources of information available from various federal agencies. The U.S. Office of Education can also furnish bibliographies and lists of project sites.

Federal Agencies for Career Education Services

This publication has two major parts: (1) a description of 38 separate federal programs that offer various types of resources for career education; and (2) a series of indexes to help the practitioner take advantage of these programs. This guide includes the major programs that may be useful in career education. Each program section includes a description of the program, suggested applications of the program, information on financial assistance, a list of relevant publications, and the address to write for information. The publication is available from the Office of Career Education, U.S. Office of Education, Washington, DC 20202, or from the ERIC Document Reproduction Service, Box 190, Arlington, VA 22210.

An Introduction to Career Education

This booklet represents the official policy statement of the U.S. Office of Education on career education. It is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

A Primer for Career Education

This U.S. Office of Education publication by Kenneth B. Hoyt, Director, Office of Career Education, is an excellent introduction and overview of career education. It is available from the Superintendent of Documents.

Guide to OE-Administered Programs, 1978

This publication contains a list of the programs funded by the U.S. Office of Education during fiscal year 1978. The programs are presented in categories or groupings that indicate whether they serve individuals or institutions and the nature of their support. Single copies are available from the U.S. Office of Education, Washington, DC 20202. Multiple copies are available from the Superintendent of Documents.

The following publications are recommended by the U.S. Office of Education for developing needs assessment strategies and instruments in career education.

Jung, Steven M. *Evaluating the Work-Education Consortium Project: An Overview of Issues and Options.* Washington, D.C.: National Manpower Institute, July, 1977 (23 pages).

McCaslin, N.L., and Janice Love. *Needs Assessment and Career Education: An Approach for States.* Washington, D.C.: Council of Chief State School Officers, 1976 (78 pages; ERIC accession number ED 133 539).

McLaughlin, Donald H. *Career Education in the Public Schools, 1974-75: A National Survey.* Palo Alto, Calif.: American Institutes for Research, 1976 (193 pages; ERIC accession number ED 122 165).

Witkin, Belle Ruth. *An Analysis of Needs Assessment Techniques for Educational Planning at State, Intermediate, and District Levels.* Washington, D.C.: National Institute of Education, May, 1975 (171 pages; ERIC accession number ED 108 370).

California Personnel and Guidance Association Publications

The following publications are available from the California Personnel and Guidance Association (CPGA). To order by mail, send requests, accompanied by check, money order, charge card number, or institutional purchase order, to CPGA Publications, 654 East Commonwealth Avenue, Fullerton, CA 92631. The prices listed include tax and normal shipping costs.

Monograph No. 3: *Accountability in Pupil Personnel Services: A Process Guide for Development of Objectives* (1971, 113 pages)

Prepared by a task force of California educators working under the sponsorship of the State Department of Education. Edited by Robert O'Hare and Howard Sullivan. (CPGA member price $3.71; nonmember price $5.30)

Monograph No. 5: *Career Development: A California Model for Career Guidance Curriculum, K-Adult* (1972, 102 pages)

Prepared by a task force of specialists in career education and guidance under the sponsorship of the Bureau of Pupil Personnel Services under ESEA, Title III. Edited by Joseph Cunha, Darryl Laramore, Bruce Lowrey, Anita Mitchell, Thomas Smith, and Dale Wooley. (CPGA member price $4.24; nonmember price $5.83)

Monograph No. 9: *Preparing Young Women for Tomorrow: A Handbook of Career Counseling Strategies for High School Women* (1976, 95 pages)

Organized into strategies which comprise a frontal attack against the restrictions in life role choices open to young women. Presents counseling methods to be used where need is determined. By Shirley Majchrzak. (CPGA member price $4.24; nonmember price $5.83)

Monograph No. 12: *Planning Model for Developing a Career Guidance Curriculum* (1978, 99 pages)

Developed by the Bureau of Pupil Personnel Services, California State Department of Education, the publication includes chapters on the following subjects: how to be an effective leader; how to motivate staff; how to build program planning skills; how to build a career guidance program; and how to plan and conduct a dynamic workshop. By Anne L. Upton, Bruce Lowrey, Anita Mitchell, Barbara Varenhorst, and Jean Benvenuti. (CPGA member price $5.88; nonmember price $6.89)

Monograph No. 13: *"X-Rated" Guide to Learning, Life, and Love* (Being printed at this writing)

Written for today's students as an orientation to college. Both high school seniors and first-year college students will find it helpful. It is a practical, timely approach that students can put to work immediately to challenge, question, and follow through with personal educational goals. By Dennis Mayer and Kay Ragan. (CPGA member price $5.30; nonmember price $6.36)

Publications on Establishing Career Centers

In response to the long-recognized need for career guidance in the schools, career centers have mushroomed throughout the state in the past several years. The career center concept has spread rapidly, largely because students seem to be responding favorably to the services provided. The name "career center," however, does not necessarily imply one particular type of design, one cluster of services offered, or one pattern of use by students. "Career center" refers to simple information centers as well as to centers that form the hub of a formal career guidance program. The philosophical commitment; the staffing patterns; and the types of equipment, materials, and programs available differ from center to center.

The following materials should be helpful in establishing a career center or in evaluating the materials and the organization of an existing center.

Catalano, Ruth. *And a Teacher Asked, "Can You Help Me?"* Glendale, Ariz.: Westside Area Career Occupation Project (WACOP), n.d. (WACOP, 6836 N. Fifty-eighth Dr., Glendale, AZ 85301)

Catalano, Ruth. *Then the Teacher Asked, "Do You Have . . . ?"* Glendale, Ariz.: WACOP, n.d. (WACOP, 6836 N. Fifty-eighth Dr., Glendale, AZ 85301)

A Classification Scheme for Career Education Resource Materials. Prepared by Ronald G. Koontz. Washington, D.C.: U.S. Office of Education, June, 1975.

Guidelines for the Establishment of Career Information Centers. Prepared by the Task Force on Career Information Centers. Hayward, Calif.:

Alameda County Superintendent of Schools, 1972. (Alameda County Superintendent of Schools, 224 W. Winton Ave., Hayward, CA 94544)

Junior High School Career Center and *High School Career Center.* 1974. Filmstrips. Available from Thomas J. Jacobson, 5945 Highgate Court, La Mesa, CA 92041.

Planning, Funding, Implementing, and Operating the Career Guidance Center. Simi Valley, Calif.: Simi Valley Unified School District, n.d. (Simi Valley Unified School District, Simi Valley, CA 93065)

Rush, Rita. *How to Develop a Librarian's Role in Career Education.* New York: State Project to Implement Career Education, 1975. (State Project to Implement Career Education, 227 W. Twenty-seventh St., New York, NY 10001)

A Study of Career Centers in the State of California: Final Report. La Mesa, Calif.: Grossmont Union High School District, June, 1975. (Grossmont Union High School District, Box 1043, La Mesa, CA 92041)

A Systematic Approach to Evaluating Career Education Materials at the Local Level. Prepared by Peat, Marwick, Mitchell and Co. Washington, D.C.: Office of Career Education, U.S. Office of Education, November, 1974.

Journals and Newsletters

The following list of journals and newsletters, though not complete, is suggestive of the range of periodicals available to educators. Some are designed to be used as background and theoretical reading; some can be used in the classroom.

AVA Guidance Division Newsletter. Center for Vocational Education, 1960 Kenny Road, Columbus, OH 43210. Four times a year.

Career Digest. Indiana Career Resource Center, 1201-09 S. Greenlawn Ave., South Bend, IN 46615. Monthly.

Career Education/Career Guidance Newsletter. Special Interest Group on Career Education-Career Guidance, American Educational Research Association, Blacksburg, VA 24061.

Career Education Digest. Educational Properties, Inc., 3303 Harbor Blvd., Suite H-6, Costa Mesa, CA 92626. Twelve per year.

Career Education News. Bobit Publishing Co., 1155 Waukegan Road, Glenview, IL 60025. First and Fifteenth of every month (September through June); fifteenth of the month (July and August).

The Career Education Workshop. Parker Publishing Company, Inc., Route 59A at Brookhill Dr., West Nyack, NY 10994. Ten per year.

Career World. Curriculum Innovations, Inc., 501 Lake Forest Ave., Highwood, IL 60040. Monthly during the school year.

Counselor's Information Service. B'nai B'rith Career and Counseling Services, 1640 Rhode Island Ave., NW, Washington, DC 20036. Four per year.

Illinois Career Education Journal. Illinois Office of Education, 100 N. First St., Springfield, IL 62777. Four per year.

Journal of Career Education. College of Education, 103 Industrial Education Building, University of Missouri, Columbia, MO 65201. Four per year.

National Career Information Center Inform. American Personnel and Guidance Association, 1607 New Hampshire Ave., NW, Washington, DC 20009. Monthly except June and July. (Subscribers also receive *Career Resource Bibliography.*)

Vocational Guidance Quarterly. American Personnel and Guidance Association, 1607 New Hampshire Ave., NW, Washington, DC 20009. Four per year. (Included with membership in the National Vocational Guidance Association)

Teacher Guides and Aids

The following guides and aids for teachers were compiled by the Oklahoma State Department of Education for the *Oklahoma Career Education Resource Guide.* The addresses of the organizations follow the list of publications.

Aksamit, Mary Ann, and others. *Elementary Career Education Activities: K-3.* Cheyenne, Wyo.: Wyoming State Department of Education, 1974. This curriculum guide is designed to integrate elementary school curriculum with career education concepts in the primary grades. The major objectives are to acquaint the students with careers in order to develop a positive awareness of and attitude toward work, to appreciate the contributions that the students can make, and to develop basic skills for entry into the work world. Various occupations are examined at each grade level. Each occupational area contains a list of suggested activities, resources, suggested resource persons and field trips, and audiovisual materials. It is available from the ERIC Document Reproduction Service (ERIC accession number ED 106 544).

Becker, Gary, and others. *Elementary Career Education Activities: Grades 4, 5, and 6.* Cheyenne,

Wyo.: Wyoming State Department of Education, 1974.

This is a curriculum guide designed to integrate elementary school curriculum with career education concepts. The major objectives are to acquaint the students with careers in order to develop a positive awareness of and attitude toward work, to appreciate the contributions that the students can make, and to develop basic skills for entry into the work world. Various occupations are examined at each grade level. Each occupational area contains a list of suggested activities, suggested resource persons and field trips, and audiovisual materials. It is available from the ERIC Document Reproduction Service (ERIC accession number ED 106 545).

Career Exploration Curriculum Guide: 9-10. Willoughby, Ohio: Willoughby-Eastlake School District, 1974.

The primary goal of the ninth and tenth grade segment of the Ohio Career Development Model is to provide experience related to career areas chosen for exploration by the student. In this guide individualized activities are emphasized. The guide is available from the ERIC Document Reproduction Service (ERIC accession number ED 106 551).

Career Exploration: Suggestions for Teachers. Prepared by Vocational Education Curriculum Development Center, Kentucky University. Washington, D.C.: Bureau of Occupational and Adult Education, 1974.

This handbook for junior high school teachers involved in career education includes an overview, strategy for curriculum development, strategy for teaching, and sample units and plans. It is not a curriculum guide or a comprehensive outline but rather a compilation of practical suggestions for the classroom teacher. The following teaching strategies are outlined: (1) the interview; (2) research; (3) class meetings; (4) field trips; and (5) the use of specialists. A form is offered to assist in unit planning. Examples of teacher-developed units are used to demonstrate an approach to integrating career education with the academic areas of mathematics, sociology, English, fine arts and humanities, social studies, and geography. The handbook is available from the ERIC Document Reproduction Service (ERIC accession number ED 098 411).

Career Investigation: Middle Schools (Bulletin No. 735). Austin, Tex.: Texas Education Agency, 1973.

This bulletin contains detailed suggestions for developing career exploration and investigation in middle schools. Prepared by a developmental committee composed of representatives of school districts, regional education service centers, and career education research projects, it was designed to assist classroom teachers in integrating career education into existing programs. Each sample activity is accompanied by a performance objective. Each activity is planned for a unit in a subject area. The bulletin is available from the ERIC Document Reproduction Service (ERIC accession number ED 106 558).

Dunn, James A., and Lauri Steel. *Resource Book of Sample Lesson Units for Career Education.* Prepared by the American Institutes for Research. Washington, D.C.: Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education, 1974.

Materials in this 323-page book are for use in kindergarten through grade nine. It is available from the American Institutes for Research.

Comprehensive Career Education Model: Teacher's Guides. Columbus, Ohio: Center for Vocational Education, Ohio State University, 1975.

This group of 30 teacher's guides is designed to assist teachers in making career education an integral part of the total curriculum in kindergarten through grade twelve. The guides allow for flexibility in adaptation and contain directions for a variety of activities along with objectives, overviews, resource lists, and evaluation plans. The publication is available from the Center for Vocational Education.

Exploring the World of Work. Columbus, Ohio: Center for Vocational Education, Ohio State University, 1974.

This teacher's guide provides an introduction to a wide variety of occupations. Its purpose is to expand student awareness of both production and service occupations within the community. The broad concepts presented in the guide are described in terms of specific occupational examples. It is available from the Center for Vocational Education.

Finn, Peter, and Jane Lawson. *Jobmaze: Career Education Activities for Subject Area Teachers.* Washington, D.C.: National Institute of Education, U.S. Department of Health, Education, and Welfare, 1975.

This publication contains examples of career education activities and their use. Activities for

social studies, English, mathematics, science, art, driver's education, foreign language, and physical education are discussed. Each of the instructional units has a capsule activity description, teaching prerequisites, subject objectives, sample week's lesson plan, cross-references, and activities.

Included are resources that should be available within a community and some effective teaching ideas for career education, including role playing, games, field trips, interviews, polls, small group discussions, peer teaching, independent study, research and reports, and volunteer work. The book is available from the National Institute of Education.

Getting It All Together: Career Education. Palatine, Ill.: Northwest Education Cooperative, 1974.

This teaching handbook was developed to assist teachers in implementing career education instructional programs at the elementary and junior high school levels. The first section contains career education concepts and suggestions for activities along with a unit outline for kindergarten students. The second section covers career education for the intermediate level. Objectives are listed, a career fair described, and a manufacturing unit outline provided. The second part includes program objectives and units dealing with home construction, home economics, and food service. Also included are teaching tips, a resource list, and teacher-developed materials. It is available from the ERIC Document Reproduction Service (ERIC accession number ED 102 376).

Kennedy, Elsie. *Career Preparation: Suggestions for Teachers.* Lexington, Ky.: Kentucky Bureau of Occupational and Adult Education, Kentucky University, 1974.

This handbook is designed for high school teachers involved in career education. It includes an overview, strategy for curriculum development, strategies for teaching, and sample units and plans. It is not a curriculum guide or comprehensive outline but rather practical suggestions for the classroom teacher. The 15 occupational clusters are listed and broadly defined. It is available from the ERIC Document Reproduction Service (ERIC accession number ED 098 412).

Plumley, Deborah L., and James A. Dunn. *Teacher's Guide to Career Education: Middle School Grades.* Prepared by the American Institutes for Research. Washington, D.C.: Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education, 1974.

This 253-page guide for grades seven through nine is available from the American Institutes for Research.

Plumley, Deborah L., and James A. Dunn. *Teacher's Guide to Career Education: Primary Grades.* Prepared by the American Institutes for Research. Washington, D.C.: Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education, 1974.

This 229-page guide is designed for use in kindergarten through grade three. It is available from the American Institutes for Research.

Plumley, Deborah L., and James A. Dunn. *Teacher's Guide to Career Education: Upper Elementary Grades.* Prepared by the American Institutes for Research. Washington, D.C.: Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education, 1974.

This 253-page guide is designed for use in grades four through six. It is available from the American Institutes for Research.

Schell, Mary Elizabeth. *Occupational Orientation: Secondary Level, Part 2* (Curriculum Bulletin No. 73). Houston, Tex.: Houston Independent School District, 1973.

This teaching guide was published for teacher use in developing career education and career awareness in the classroom. Five occupational clusters (construction, manufacturing, transportation, agribusiness and natural resources, and marine science) are used to develop career awareness for the high school student. Each cluster includes behavioral objectives and instructional procedures for the teacher. A series of job descriptions incorporating the use of newspaper articles, interviews, and cartoons provide resource material for the teacher and the student. A list of addresses is supplied for those wishing sources for further study. This guide is available from the ERIC Document Reproduction Service (ERIC accession number ED 094 239).

The addresses of the organizations from which these teacher's guides and aids are available are as follows:

American Institutes for Research
P.O. Box 1113
Palo Alto, CA 94302

Center for Vocational Education
1960 Kenny Road
Columbus, OH 43201

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

National Institute of Education
U.S. Department of Health, Education, and Welfare
Washington, DC 20208

Career Education Measures

An increasing number of instruments for measuring and evaluating career education programs and learner outcomes are now available. Some of these instruments are described in this section.

A new publication that covers most of the commercial and noncommercial evaluation instruments now in print is also available in a user trial draft:

McCaslin, N.L., Charles J. Gross, and Jerry P. Walker. *Career Education Measures: A Compendium of Evaluation Instruments.* Columbus, Ohio: Center for Vocational Education, Ohio State University, 1977.

This 351-page publication is available from the Center for Vocational Education, 1960 Kenny Road, Columbus, OH 43201.

ASVAB *Armed Services Vocational Aptitude Battery*

The *Armed Services Vocational Aptitude Battery (ASVAB)*, a battery of nine tests developed by the Department of Defense, is used by participating high schools nationwide for both ability testing and occupational classification. In addition to determining a student's eligibility for military service, the *ASVAB* allows the student's vocational aptitude for both civilian and military jobs to be predicted and is therefore equally useful in counseling students who are interested in civilian and in military job opportunities. The test is administered and graded by trained military personnel who do not have recruiting responsibilities. Since test scores are distributed to the school guidance counselors as well as to the student and the recruiter, the school benefits by receiving a free testing service. The testing program is based on the mutual self-interests of the student, the school, and the armed forces.

The *ASVAB* is in use as the entry test for all services; on the basis of the *ASVAB* score, a prospective enlistee can be guaranteed his or her choice of training or first duty assignment prior to enlistment.

For further information contact a local armed services education specialist.

CMI *Career Maturity Inventory*

The *Career Maturity Inventory (CMI)* is CTB/McGraw-Hill's newest entry in the field of career education and guidance. The *CMI* has resulted from a decade of research by Dr. John O. Crites, a recognized expert in the theory of vocational development. Research findings indicate that it is a reliable and valid guide for assessing attitudes and competencies important to realistic career decisions for students in grades six through twelve. It should also prove a useful tool for elementary students below grade six, for adults, and for business and industry.

The *CMI* was designed to provide a relevant and convenient inventory of career choice attitudes and competencies and can be used for counseling, evaluation, instruction, research, and identification of career education areas where needs are not currently being met. The instrument consists of two types of measures—the attitude scale and the competence test.

The attitude scale contains attitudinal statements, as actually verbalized by young people, organized into five clusters, expressing the following: (1) involvement in the career choice process; (2) orientation toward work; (3) independence in decision making; (4) preference for career choice factors; and (5) conceptions of the career choice process.

The competence test contains five subtests in which hypothetical situations are presented and the individual is asked to choose one of five alternatives. The subtests—self-appraisal, occupational information, goal selection, planning, and problem solving—have been constructed to measure a competency that is important in the career decision-making process.

The *CMI* can be administered in approximately two and one-half hours; 25 minutes is usually sufficient time for the attitude scale or any subtest of the competence test.

For further information write *Career Maturity Inventory*, CTB/McGraw-Hill, Del Monte Research Park, Monterey, CA 93940.

ACD *Assessment of Career Development*

Developed and nationally normed by the American College Testing Program, the *Assessment of Career Development (ACD)* is distributed by Houghton-Mifflin, Regional Sales

Office, 6626 Oakbrook Boulevard, Dallas, TX 75235.

The *ACD* fulfills two objectives: (1) it elicits information to aid counselors in designing effective career guidance programs tailored to student needs; and (2) it provides for the summarizing of the career development status of student groups to facilitate assessing the outcomes of implemented programs. This instrument is designed to allow educators to determine (1) how much students know about career planning; (2) what they have done about career exploration; (3) what kinds of help they are looking for; and (4) what effect the schools' career development programs have had on them. Reports of results are provided in two ways: (1) a student list report; and (2) a group summary report. In addition, group summary reports for subgroups can be provided.

CPP *Career Planning Program, 8–11*

The *Career Planning Program, 8–11 (CPP)* was developed and nationally normed by the American College Testing Program and is distributed by Houghton-Mifflin, Regional Sales Office, 6626 Oakbrook Boulevard, Dallas, TX 75235. The *CPP* is designed to measure abilities, interests and career-related experiences; and it allows for a display of the results in a single profile, enabling students and counselors to relate scores easily to the world of work.

It includes experience and interest inventories. Ability measures are used to assess students' aptitudes in six skill areas: mechanical reasoning, numerical skills, space relations, reading skills, language usage, and clerical skills.

The student report is a single document, which incorporates all three measures–ability, interests, and experience. Copies of the profile are provided to the student and the counselor.

CSAP *Career Skills Assessment Program*

Now being developed by the College Entrance Examination Board, 888 Seventh Avenue, New York, NY 10019, the *Career Skills Assessment Program (CSAP)* is a new combination guidance and assessment program. The *CSAP* is designed to assess students' individual strengths and weaknesses in career skills–that is, the kinds of skills they need to plan for their careers. Its purpose is twofold: (1) to provide assistance and guidance to students in their decision making and planning; and (2) to provide measures to help teachers, counselors, and administrators at the state and local levels evaluate the extent to which students have mastered career development concepts.

The program is being designed for use with students in grades ten through twelve. The program's six instruments will be designed to measure personal appraisal skills; career awareness skills; career decision-making skills; employment-seeking skills; career satisfaction skills; and applied economic skills.

Each of the six instruments will take no more than 30 to 45 minutes of testing time and can be used either by itself or in combination with others.

DAT *Differential Aptitude Test*

The *Differential Aptitude Test* Career Planning Questionnaire, combined with the Measurement Research Corporation (MRC) answer sheet, permits students to record their educational and vocational plans and preferences. A special computer program is designed to arrange this information along with a student's scores on the eight tests and to produce, in addition to the usual *DAT* profile, a *DAT* Career Planning Report. The report contains either confirmation of the appropriateness of the student's occupational choices given his or her abilities and interests or suggestions for alternative occupational areas to explore if the choices seem inappropriate.

To obtain *DAT* career planning reports, students must take the *DAT* on the special MRC answer sheet combined with the *DAT* Career Planning Questionnaire in a four-page folder. All eight tests must be answered, or the Career Planning Report cannot be printed out.

The *DAT* measures the following: (1) verbal reasoning; (2) numerical ability; (3) VR + NA (verbal plus numerical); (4) abstract reasoning; (5) clerical speed and accuracy; (6) mechanical reasoning; (7) space relations; (8) spelling; and (9) language usage.

For further information write to the Psychological Corporation, 757 Third Avenue, New York, NY 10017; phone (212) 754-3500.

Expo 10 *Exploring Career Interests*

The *Expo 10* program provides a new and "fun" way to explore careers. With games as learning tools, it is designed to take advantage of the energy that students devote to playing games, while providing occupational information and awareness. *Expo 10* games are organized by the ten Kuder E interest areas: scientific, computational, musical, artistic, persuasive, literary,

mechanical, outdoor, social service, and clerical. The games deal with career development and exploration in an entertaining and highly motivating manner. Basic occupational information like description of duties, education and training, special talents or abilities required, and places of employment are explored in ten interest areas. Board games, card games, variations of traditional games, and hands-on activities are included. Multimedia games incorporating a cassette tape, colorful playing boards, and various manipulatives provide a welcome change from the printed materials often used in career development programs. All necessary components and materials are included. The well-organized, carefully paced format keeps interest high. All games are field-tested with a full range of students in a variety of school settings. For further information write to Science Research Associates, Inc., 259 East Erie Street, Chicago, IL 60611.

OVIS *Ohio Vocational Interest Survey*

Designed to assist students with their educational and vocational planning, the *Ohio Vocational Interest Survey* consists of two parts: an interest inventory and a student information questionnaire. The interest inventory, comprising 280 work activity items, yields a profile of a student's interests along 24 scales representing all occupations in the 1965 edition of the *Dictionary of Occupational Titles.* The information questionnaire is a means of collecting background information about the student's occupational plans, school subject preferences, curriculum plans, post-high school plans, and vocational course interests. Also included in the questionnaire is a local survey section which enables users to ask up to eight additional questions of local interest.

Available for use with *OVIS* are the *Guide to Career Exploration* and the *Career Exploration* leaflet. The guide contains detailed descriptions of the 24 job clusters represented by the *OVIS* scales and a special information section for guidance counselors. The leaflet is a four-page work sheet designed for use with the guide to help students identify and record information relevant to their educational and vocational decision making. The norms used in evaluating the survey are percentile and stanine rankings corresponding to the 24 scale scores, by grade and sex.

For further information write to the Psychological Corporation, 757 Third Avenue, New York, NY 10017.

PCG *Planning Career Goals*

Data indicate that many students need information and help to make life and career plans. Studies show that as few as 20 percent of students follow the careers that they plan while in high school.

Planning Career Goals, developed at the American Institutes for Research, is a new battery of tests and materials that will assist teachers and counselors in helping students make realistic and long-lasting educational and career plans.

The *PCG* package includes an interest inventory, information measures, ability measure, and a life and career plans survey in a single testing system that eliminates the need to gather all this information from several different sources. Interpretation of these measures is based on a single, massive data source—the 400,000-student Project TALENT sample. No other instrument has such an extensive longitudinal data base to support it.

The life and career plans survey is used to determine the student's present education and career plans and the importance of various personal needs beyond occupational roles.

The interest inventory comprises 300 items in three sections: occupations, occupational activities, and current activities.

The information measures contain 240 items to sample knowledge that individuals would have acquired if they had studied about an occupation or participated in activities related to an occupation.

The ability measures contain 366 items in ten separately timed sections: reading comprehension, mathematics, abstract reasoning, creativity, mechanical reasoning, English, quantitative reasoning, vocabulary, visualization, and computation. Scores are regarded as measures of current levels of individual development rather than indicators of fixed levels of potential.

For further information write to the Marketing Services Department, CTB/McGraw-Hill, Del Monte Research Park, Monterey, CA 93940.

SCII *Strong-Campbell Interest Inventory*

After 47 years of useful publication and an even longer life of research, the first and most respected of the widely used occupational inter-

est inventories has been issued as T325, the merged form of the hitherto separate *Strong Vocational Interest Blank for Men* (T399) and *Strong Vocational Interest Blank for Women* (T398) and their predecessors.

Unlike the earlier editions the *Strong-Campbell Interest Inventory*, Form T325, is in a single booklet used for either sex. The men's and women's forms have been merged, and every effort has been made to reduce or remove sex bias both in item content and in occupational labels. Further, in the new *SCII* results are reported according to the Holland schema, classifying occupations into six types: realistic, investigative, artistic, social, enterprising, and conventional. The norms used in evaluating interests are standard scores and letter ratings for each occupational group and for men or women in general.

The *SCII* is distributed, but not published, by the Psychological Corporation. No quantity discount is offered.

For further information write the Psychological Corporation, 757 Third Avenue, New York, NY 10017.

Career Development Program

Meant for the ninth and tenth grades but useful in grades eight and eleven also, the *Career Development Program* stresses the concept of career development as a continuous process. The emphasis throughout is on values, needs, decision making, abilities and interests, and emerging life-styles. The materials go far beyond the provision of direct career information. It is a flexible program with two major components: a career planning notebook and a career development inventory. Each may be used alone or the two may be used together for a complete program. The program guide covers both components, and uses are suggested in a variety of settings.

The career planning notebook, which is for student use, is written at the sixth grade level and takes the student step-by-step through self-assessment, an overview of the world of work, career investigation, broad planning, and decision making. Field-tested with a full range of students, the notebook can be used as a minicourse or within the framework of regular classes.

The career planning notebook includes note sheets (work sheets) extending each chapter of text. The note sheets are available in spirit masters, making the notebook reusable.

The career development inventory consists of a personal data form; a brief survey of school and nonschool experiences, attitudes, plans, and achievements; and the Kuder Career Interest Survey. There is no time limit, and it is easy to administer, usually requiring about 50 minutes.

The career development profile is the computerized report of responses to the career development inventory. It serves as an indicator of possible career paths for students to explore in each of six interest areas at each of three levels of entry based on education. The scores reported on this profile involve use of an equation that equalizes the influence of general sex differences in response and minimizes sex bias in individual scores.

The program guide provides suggestions for the use of the program in a variety of settings. It contains descriptions of 58 activities—including panel discussion, interviews, role playing, and a number of individual and group creative efforts.

For further information write to Science Research Associates, Inc., 259 East Erie Street, Chicago, IL 60611.

Appendix A

State Directors of Career Education

Often one state's career education program will sponsor the development of projects, materials, or procedures that can be adopted by schools, districts, or education departments in another state. For the convenience of educators who wish to communicate with the offices responsible for career education in other states, the following list of addresses and telephone numbers is offered.

ALABAMA
Career Education Coordinator
State Department of Education
State Office Building
Montgomery, AL 36130
(205) 832-5085

ALASKA
Director, Career Education
Department of Education
Pouch F
Juneau, AK 99811
(907) 465-2849

ARIZONA
Deputy Associate Superintendent
Career and Vocational Education
State Department of Education
1535 W. Jefferson St.
Phoenix, AZ 85007
(602) 271-5346

ARKANSAS
Supervisor, Career Education
State Education Building
Little Rock, AR 72201
(501) 371-1894

COLORADO
State Coordinator for Career Education
State Department of Education
State Office Building
201 E. Colfax Ave.
Denver, CO 80203
(303) 839-2242

COLORADO
State Supervisor, Career Education
State Board for Community Colleges
and Occupational Education
207 State Services Building
1525 Sherman St.
Denver, CO 80203
(303) 839-3111

CONNECTICUT
Division of Instructional Education
State Department of Education
State Office Building, Box 2219
Hartford, CT 06115
(203) 566-5287

DELAWARE
Department of Public Instruction
Townsend Building
Dover, DE 19901
(302) 678-4645

DISTRICT OF COLUMBIA
Career Education Unit
Presidential Building, Rm. 902
415 Twelfth St., NW
Washington, DC 20004
(207) 724-4144

FLORIDA
Coordinator, Career Education
Vocational Research and Evaluation
State Department of Education
Rm. 258, Knoll Building
Tallahassee, FL 32304
(904) 488-3860

GEORGIA
Associate Superintendent for Instructional Services
Department of Education
Rm. 255, State Office Building
Atlanta, GA 30334
(404) 656-2556

HAWAII
Coordinator for Career Education
Office of Instructional Services
Department of Education
P.O. Box 2360
Honolulu, HI 96804
(808) 548-4029

IDAHO
Coordinator, Career Education
State Department of Education
Len B. Jordan Office Building
Boise, ID 83720
(208) 384-2281

ILLINOIS
Career Education Specialist
Illinois Office of Education
100 N. First St.
Springfield, IL 62777
(217) 782-0711

INDIANA
Coordinator of Career Education
Division of Pupil Personnel Services
Department of Public Instruction
Tenth Floor, 120 W. Market St.
Indianapolis, IN 46204
(317) 633-4370

IOWA
Director, Career Education Division
Department of Public Instruction
Grimes State Office Building
Des Moines, IA 50319
(515) 281-4700

KANSAS
Career Education Coordinator
State Department of Education
120 E. Tenth St.
Topeka, KS 66612
(913) 296-3346

KENTUCKY
Coordinator, Office of Career Education
State Department of Education
Capitol Plaza Tower
Frankfort, KY 40601
(502) 564-4774

LOUISIANA
Director, Career Education
State Department of Education
P.O. Box 44064, Capitol Station
Baton Rouge, LA 70804
(504) 389-2491

MAINE
Consultant, Career Education
Division of Instruction
Department of Educational and Cultural Services
Augusta, ME 04333
(207) 289-2033

MARYLAND
Career Education Unit
State Department of Education
Box 8717
Baltimore, MD 21240
(301) 796-8300, ext. 415, 416, 417

MASSACHUSETTS
State Coordinator for Career Education
Division of Occupational Education
State Department of Education
31 Saint James St.
Boston, MA 02116
(617) 727-8140

MICHIGAN
Director, Office of Career Education
State Department of Education
P.O. Box 30008
Lansing, MI 48909
(517) 373-9490

MINNESOTA
Career Education Consultant
Pupil Personnel Services
State Department of Education
Capitol Square Building
Saint Paul, MN 55101
(612) 296-4080

MISSISSIPPI
Career Education Coordinator
State Department of Education
P.O. Box 771
Jackson, MS 39205
(601) 354-7635

MISSOURI
State Department of Elementary
and Secondary Education
P.O. Box 480
Jefferson City, MO 65101
(314) 751-3545

MONTANA
Career Education Coordinator
Office of the Superintendent of Public Instruction
State Capitol
Helena, MT 59601
(406) 449-3806

NEBRASKA
Career Education Consultant
State Department of Education
P.O. Box 94987
Lincoln, NE 68509
(402) 471-2476

NEVADA
Career Education Coordinator
State Department of Education
Carson City, NV 89701
(702) 885-5700, ext. 214

NEW HAMPSHIRE
Coordinator, Career Education
State Department of Education
400 State House Annex
Concord, NH 03301
(603) 271-3276

NEW JERSEY
Career Education Coordinator
Division of Vocational Education
State Department of Education
Job Corps Center, Building 871
Plainfield Ave.
Edison, NJ 08817
(201) 985-2124

NEW MEXICO
Coordinator, Career Education
Department of Education
State Education Building
Santa Fe, NM 87503
(505) 827-3151

NEW YORK
State Education Department
99 Washington Ave.
Albany, NY 12234
(518) 474-7744

NORTH CAROLINA
Career Education Coordinator
Middle Grades/Junior High School
State Department of Public Instruction
Raleigh, NC 27611
(919) 733-4381

NORTH DAKOTA
State Coordinator, Career Education
State Department of Public Instruction
State Capitol
Bismarck, ND 58505
(701) 224-2393

OHIO
Career Development Service
State Department of Education
Room 903, State Department Building
Columbus, OH 43215
(614) 466-5718

OKLAHOMA
Career Education Coordinator
Guidance Services
State Department of Education
Oklahoma City, OK 73105
(405) 521-2426

OREGON
State Director, Career Education
State Department of Education
942 S. Lancaster Dr., NE
Salem, OR 97310
(503) 378-3584

PENNSYLVANIA
Bureau of Instructional Services
State Department of Education, Rm. 570
P.O. Box 911
Harrisburg, PA 17126
(717) 787-7616

RHODE ISLAND
Career Education Coordinator
State Department of Education
Roger Williams Building, Rm. 222B
Hayes St.
Providence, RI 02908
(401) 277-2691

SOUTH CAROLINA
State Consultant, Career Education
State Department of Education
906 B Rutledge Building
1429 Senate St.
Columbia, SC 29201
(803) 758-3156

SOUTH DAKOTA
Career Education Director
Division of Elementary and Secondary Education
State Department of Education
State Office Building No. 3
Pierre, SD 57501
(605) 224-3779

TENNESSEE
Career Education Specialist
State Department of Education
114 Cordell Hull Building
Nashville, TN 37219
(615) 741-1885

TEXAS
Director, Career Education
Texas Education Agency
201 E. Eleventh St.
Austin, TX 78701
(512) 475-6836

UTAH
Coordinator, Career Education Program
State Board of Education
205 E. Fifth South St.
Salt Lake City, UT 84111
(801) 533-6091

VERMONT
Career Education Coordinator
State Department of Education
Montpelier, VT 05602
(802) 828-2445

VIRGINIA
Supervisor of Career Education
State Department of Education
Box 6Q
Richmond, VA 23216
(804) 786-4665

WASHINGTON
Career Education
Office of Public Instruction
Old Capitol Building
Olympia, WA 98504
(206) 753-6763

WEST VIRGINIA
Coordinator, Career Education
State Department of Education
1900 Washington St., E.
Rm. B243
Charleston, WV 25305
(304) 348-3896

WISCONSIN
Career Education Supervisor
State Department of Public Instruction
126 Langdon St.
Madison, WI 53702
(608) 266-8837

WYOMING
Coordinator, Career Education
State Department of Education
State Office Building, West
Cheyenne, WY 82002
(307) 777-7411

AMERICAN SAMOA
Coordinator, Career Education
Department of Education
Pago Pago, AS 96799

CANAL ZONE
Panama Canal Government
Schools Division, Box M
Balboa Heights, C.Z.

COMMONWEALTH OF NORTHERN MARIANA ISLANDS
Career Education Coordinator
Department of Education
Commonwealth of Northern Mariana Islands
Saipan, Mariana Islands, TT 96950

GUAM
Associate Superintendent, Careers and Occupations
Department of Education
P.O. Box DE
Agana, GU 96910

PUERTO RICO
State Coordinator for Career Education
State Department of Education
Cesar Gonzalez 759
Hato Rey, PR 00919
(809) 764-7075, 763-2823

TRUST TERRITORY OF THE PACIFIC ISLANDS
Director of Education
Department of Education
Saipan, Mariana Islands, TT 96950

VIRGIN ISLANDS
Coordinator, Career Education
Department of Education
Division of Vocational Education
P.O. Box I, Christiansted
Saint Croix, VI 00820
(809) 773-1095

Appendix B

Agencies and Organizations

National Agencies and Organizations

American Personnel and Guidance Association
1607 New Hampshire Ave., NW
Washington, DC 20009

Bureau of Labor Statistics
U.S. Department of Labor
Washington, DC 20212

Bureau of Occupational and Adult Education
U.S. Office of Education
Washington, DC 20402

Center for Vocational Education
1960 Kenny Road
Columbus, OH 43201

Chamber of Commerce of the United States
Washington, DC 20202

Council of Chief State School Officers
1201 Sixteenth St., NW
Washington, DC 20036

The Council for Exceptional Children
1411 S. Jefferson Davis Hwy.
Arlington, VA 22202

Education Commission of the States
300 Lincoln Tower
1860 Lincoln St.
Denver, CO 80295

Industry-Education Councils of America
Career Education Support Project
6502 N. Thirty-fifth Ave.
Phoenix, AZ 85017

National Association of Manufacturers
1776 F St.
Washington, DC 20006

National Association of Trade and Technical Schools
2021 L St., NW
Washington, DC 20036

National Center for Career Education
University of Montana
P.O. Box 7815
Missoula, MT 95807

National Education Association
Customer Service Section 148
1201 Sixteenth St., NW
Washington, DC 20036

National Foundation for the Improvement of Education
1156 Fifteenth St., NW, Suite 918
Washington, DC 20005

National Institute of Education
U.S. Department of Health, Education, and Welfare
Washington, DC 20208

Office of Career Education
U.S. Office of Education
Seventh and D St., SW
Washington, DC 20201

Project Sex Equity in Guidance Opportunities
American Personnel and Guidance Association
1607 New Hampshire Ave., NW
Washington, DC 20009

Project on the Status and Education of Women
Association of American Colleges
1818 R St., NW
Washington, DC 20009

Resource Center on Sex Roles in Education
National Foundation for Improvement of Education
1201 Sixteenth St., NW
Washington, DC 20036

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Technical Education Research Centers
2401 Virginia Ave., NW
Washington, DC 20037

U.S. Commission on Civil Rights
1121 Vermont Ave., NW, Rm. 410
Washington, DC 20425

Wider Opportunities for Women
1649 K St., NW
Washington, DC 20006

Women's Bureau
U.S. Department of Labor
Washington, DC 20210

California Agencies and Organizations

American Institutes for Research
P.O. Box 1113
Palo Alto, CA 94302

Association of California School Administrators
1575 Old Bayshore Hwy.
Burlingame, CA 94010

California Association of Work Experience Educators
Pupil Personnel Services/Career Education Unit
State Department of Education
721 Capitol Mall
Sacramento, CA 95814

California Career Guidance Association
654 E. Commonwealth Ave.
Fullerton, CA 92631

California Chamber of Commerce
455 Capitol Mall
Sacramento, CA 95814

California Executive Council for Nonpublic Schools
926 J St., Suite 1100
Sacramento, CA 95814

California Federation of Teachers
2412 W. Magnolia Blvd.
Burbank, CA 91506

California Personnel and Guidance Association
654 E. Commonwealth Ave.
Fullerton, CA 92631

California PTA
930 Georgia St.
Los Angeles, CA 90015

California Regional Career Guidance Center–Los Angeles
Los Angeles County Superintendent of Schools
9300 E. Imperial Hwy.
Downey, CA 90242

California Regional Career Guidance Center–San Diego
San Diego County Superintendent of Schools
6401 Linda Vista Road
San Diego, CA 92111

California School Boards Association
800 Ninth St., Suite 201
Sacramento, CA 95814

California Teachers Association
1705 Murchison Dr.
Burlingame, CA 94010

Industry-Education Council of California
1575 Old Bayshore Hwy., Suite 202
Burlingame, CA 94010

Appendix C

Publishers

The list of publishers that follows was compiled by the Oklahoma State Department of Education for the *Oklahoma Career Education Resource Directory.* Levels and types of materials are listed in some cases. Catalogs and additional information can be obtained by writing to the individual companies.

General

The following publishers are sources of several kinds of student materials, including educational programs, books, films, filmstrips, and tapes.

Acoustifone Corporation (ATC)
Subsidiary of Audiotronics Corporation
P.O. Box 5588
Lakeland, FL 33803

AIMS Instructional Media Services, Inc.
Box 1010
Hollywood, CA 90028

Allied Education Council
P.O. Box 78
Gallien, MI 49114

American Guidance Service, Inc.
Publishers Building
Circle Pines, MN 55014
(Elementary and secondary levels; tests, instructional programs, education materials)

American Personnel and Guidance Association
1607 New Hampshire Ave., NW
Washington, DC 20009
(Materials, films)

American Vocational Association
1519 H St., NW
Washington, DC 20005
(Secondary level)

Argus Communications
7440 Natchez Ave.
Niles, IL 60648

Associated Education Materials Co., Inc.
14 Glenwood Ave., Box 2087
Raleigh, NC 27603

AVID Corporation
P.O. Box 4263
East Providence, RI 02914

Benson, Carlson, and Larson
2029 Palace Ave.
Saint Paul, MN 55105
(Field-tested materials developed by Minnesota career education practitioners, including 12 learning packages with teachers' manuals, evaluation instruments, and student booklets for more than 80 lessons in the areas of self-concept, decision making, career and life-style options, school and work values, and interpersonal skills)

BFA Educational Media
2211 Michigan Ave.
Santa Monica, CA 90404
(Elementary level)

B'nai B'rith Vocational Service
1730 N St., NW
Washington, DC 20036
(Secondary level)

Bowmar Records, Inc.
622 Rodier Dr.
Glendale, CA 91201
(Elementary and secondary levels; records)

Butterick Fashion Marketing Co.
161 Sixth Ave.
New York, NY 10013
(Secondary level)

California Learning Simulations
750 Lurline Dr.
Foster City, CA 94404

Career Associates
P.O. Box 3416
Newport Beach, CA 92660
(Secondary level)

Careers, Inc.
Box 135
Largo, FL 33540
(Elementary and secondary levels; vertical file materials, career kits, and so forth)

Career Futures, Inc.
1728 Cherry St.
Philadelphia, PA 19103
(Elementary and secondary levels)

Cassettes Unlimited, Inc.
Roanoke, TX 76762
(Elementary level; cassettes)

Catalyst
6 E. Eighty-second St.
New York, NY 10028

Changing Times Education Service, Inc.
1729 H St., NW
Washington, DC 20006

Charles Clark Co.
4955 Granite Reef Road
Scottsdale, AZ 85251

Children's Press
1224 W. Van Buren St.
Chicago, IL 60607
(Elementary level)

Child's World
P.O. Box 681
Elgin, IL 60120
(Elementary level)

Choosing Your Career
137 Rowayton Ave.
Rowayton, CT 06853

Chronicle Guidance Publications
Moravia, NY 13118
Telephone (315) 497-0330
(Secondary level; guidance service subscription, kits, view decks, curriculum guides)

College Entrance Examination Board
888 Seventh Ave.
New York, NY 10019
(Secondary level)

Curriculum Innovations, Inc.
501 Lake Forest Ave.
Highwood, IL 60040
(Secondary level; *Career World* magazine)

Developmental Learning Materials
7440 Natchez Ave.
Niles, IL 60648

Dimensions of Personality
38 W. Fifth St.
Dayton, OH 45402

Education Progress Corporation
4900 S. Lewis Ave.
P.O. Box 45663
Tulsa, OK 74145
(Games)

Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520

Educational Dimensions Corporation
25-60 Francis Lewis Blvd.
Flushing, NY 11358

Educational Products, Inc.
1211 W. Twenty-second St.
Oak Brook, IL 60521

Educational Projections Corporation
P.O. Box 1187
Jackson, MS 39025
(Secondary—special education)

Educational Properties, Inc.
P.O. Box DX
Irvine, CA 92664
(Publishes *Career Education Digest* and other publications)

Educational Resources Division
Educational Design, Inc.
47 W. Thirteenth St.
New York, NY 10011

Educational Research, Inc.
2916 Independence Ave.
Shreveport, LA 71109
(Secondary level)

Educraft, Inc.
6475 Dubois St.
Detroit, MI 48211
(Elementary level)

Encyclopedia Britannica Education Corporation
425 N. Michigan Ave.
Chicago, IL 60611
(Elementary and secondary levels; films)

Finney Co.
3355 Gorham Ave.
Minneapolis, MN 55426
(Elementary and secondary levels; books and other materials)

Fairchild Visuals
7 E. Twelfth St.
New York, NY 10003

Fearon Publishing Co.
Palo Alto, CA 94306

Ferguson Publishing Co.
6 N. Michigan Ave.
Chicago, IL 60602

Follett Publishing Co.
1010 W. Washington Blvd.
Chicago, IL 60607

Guidance Associates
Pleasantville, NY 10570
(Elementary and secondary levels; films and filmstrips)

Harcourt Brace Jovanovich
757 Third Ave.
New York, NY 10017
(Secondary level; films)

Hoffman Learning Systems
4423 Arden Dr.
El Monte, CA 91734

Houghton-Mifflin Co.
6626 Oakbrook Blvd.
Dallas, TX 75235
(Elementary and secondary levels; a variety of multimedia materials)

Institute for Research
601 S. Federal St.
Seventh Floor
Chicago, IL 60605
(Secondary level; vertical file materials)

Janus Book Publishers
25825 Mission Blvd.
Hayward, CA 94544

King Features
Education Division
235 E. Forty-fifth St.
New York, NY 10017
(Elementary and secondary levels; films; publishes Popeye Career Awareness Series in comic book format and *Real World* in newspaper format)

Lerner Publications
241 N. First Ave.
Minneapolis, MN 55401

McGraw-Hill Book and Education Services Group
1221 Sixth Ave.
New York, NY 10020
(Secondary level; materials and films)

McKnight Publishing Co.
Bloomington, IL 61701
(Secondary level; series of booklets)

Media Materials, Inc.
409 W. Cold Spring Ln.
Baltimore, MD 21210

Melmont Publisher, Inc.
1224 W. Van Buren St.
Chicago, IL 60607
(Series of books on family helpers, city workers, professional jobs, and so forth)

Charles E. Merrill Publishing Co.
1300 Alum Creek Dr.
Columbus, OH 43216

Occupational Awareness
P.O. Box 948
Los Alamitos, CA 90720
(Secondary level; spirit masters and briefs)

Random House School Division
Educational Media
201 E. Fiftieth St.
New York, NY 10022

Region One Education Service Center
1900 W. Schunior St.
Edinburg, TX 78539

Relevant Productions, Inc.
319 Gulf Blvd.
Indian Rocks, FL 33535

Richard Rosen Press, Inc.
29 E. Twenty-first St.
New York, NY 10010
(Secondary level)

Frank E. Richards Publishing Co., Inc.
324 First St.
Liverpool, NY 13088

Science Research Associates, Inc.
259 E. Erie St.
Chicago, IL 60611
(Elementary and secondary levels; vertical file materials, educational information, films)

Sextant Systems
639 S. Twenty-ninth St.
Milwaukee, WI 53215

Shawnee Press, Inc.
Delaware Water Gap, PA 18327

Singer Education Systems
3750 Monroe Ave.
Rochester, NY 14603
(Films)

Society for Visual Education, Inc.
1345 W. Diversey Pkwy.
Chicago, IL 60614
(Elementary and secondary levels; films and filmstrips, multimedia)

Teaching Tools
3401 N. Thirty-fifth Ave.
Phoenix, AZ 85017

Time Share
630 Oakwood Ave.
West Hartford, CT 06110
Telephone (203) 522-0136
(Elementary and secondary levels; programs, materials, and games selected because of the elimination of sexist job titles and stereotyping)

Troll Associates
320 Rt. 17
Mahwah, NJ 07430

Visuals for Teaching
P.O. Box 8455
Universal City, CA 91608

Vocational Biographies, Inc.
Sauk Center, MN 56378

Vocational Guidance Manuals
620 S. Fifth St.
Louisville, KY 40202

Western Publishing Co.
School and Library Department
850 Third Ave.
New York, NY 10022

Westinghouse Learning Corporation
100 Park Ave.
New York, NY 10017
(Secondary level)

Zonar
2922 W. Weldon Ave.
Phoenix, AZ 85017

Films

The following companies produce films or filmstrips only. Note that several of the publishers listed above also produce films.

Associated Films
347 Madison Ave.
New York, NY 10017
(Secondary level)

Association Films
1621 Dragon St.
Dallas, TX 75207
(Secondary level)

Budek Films
P.O. Box 307
Santa Barbara, CA 93102
(Elementary level; filmstrips)

Bureau of Audiovisual Instruction
1312 W. Johnson St.
Madison, WI 53715
(Secondary level)

Business Education Films
4607 Sixteenth Ave.
Brooklyn, NY 11204
(Secondary level)

Centron Educational Films
Box 687
Lawrence, KS 66044

Coronet Instructional Films
65 E. South Water St.
Chicago, IL 60601
(Elementary and secondary levels)

Counselor Films, Inc.
2100 Locust St.
Philadelphia, PA 19103
(Secondary level)

Dibie-Dash Productions
4949 Hollywood Square
Hollywood, CA 90027
(Secondary level)

Encyclopedia Britannica Education Corporation
425 N. Michigan Ave.
Chicago, IL 60611
(Elementary and secondary levels; films and filmstrips)

Eye Gate House, Inc.
14601 Archer Ave.
Jamaica, NY 11435
(Elementary level; films and filmstrips)

Guidance Associates
757 Third Ave.
New York, NY 10017
(Elementary and secondary levels; films and filmstrips)

Jam Handy, Inc.
2821 E. Grand Blvd.
Detroit, MI 48211
(Elementary and secondary levels)

Pathescope Educational Films, Inc.
71 Weyman Ave.
New Rochelle, NY 10802

Sociey for Visual Education
1345 W. Diversey Pkwy.
Chicago, IL 60614
(Elementary and secondary levels; films and filmstrips)

Teaching Resources Films
83 Adams St.
Bedford Hills, NY 10507

Velecine Film Studios, Inc.
111 Euclid St.
Park Ridge, IL 60068
(Secondary level)

Xerox Films Education Center
P.O. Box 444
Columbus, OH 43216

Other Film Sources

Many other organizations and companies produce films. The following are examples:

Ford Motor Co.
Film Library
The American Road
Dearborn, MI 48121
(*Listen, Listen*)

Pepsi-Cola Co.
500 Park Ave.
New York, NY 10022
(*New Horizons in Vocations*)

77957—300 7-78 5M LDA

77-214 03-1064 300 1-79 5M

Other Publications Available from the Department of Education

The California Plan for Career Education is one of approximately 400 publications that are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following:

Administration of the School District Risk Management Program (1977)	$ 2.50
An Assessment of the Writing Performance of California High School Seniors (1977)	2.75
Attendance and Enrollment Accounting and Reporting (1977)	2.80
Bibliography of Instructional Materials for the Teaching of French (1977)	1.50
Bibliography of Instructional Materials for the Teaching of Portuguese (1976)	.85
Bicycle Rules of the Road in California (1977)	1.50
California Guide to Parent Participation in Driver Education (1978)	3.15
California Guide to Traffic Safety Education (1976)	3.50
†California Master Plan for Special Education (1974)	1.00
California Private School Directory, 1978	5.00
California Public School Directory, 1979	11.00
California Public Schools Selected Statistics, 1976-77 (1978)	1.00
California School Accounting Manual (1978)	1.65
California School Effectiveness Study (1977)	.85
California School Energy Concepts (1978)	.85
California School Lighting Design and Evaluation (1978)	.85
California Schools Beyond Serrano (1979)	.85
California Teachers Salaries and Salary Schedules, 1977-78 (1978)	10.00
Career Education: A Position Paper on Career Development and Preparation (1974)	.85
Career Education Microfiche Collection Catalog (1975)	.85
Computers for Learning (1977)	1.25
†Discussion Guide for the California School Improvement Program (1978)	1.50
District Master Plan for School Improvement (1978)	1.50
District Paid Insurance Programs in California School Districts, 1977-78 (1978)	2.50
English Language Framework for California Public Schools (1976)	1.50
†Establishing School Site Councils: The California School Improvement Program (1977)	1.50
Genetic Conditions: A Resource Book and Instructional Guide (1977)	1.30
Guide for Multicultural Education: Content and Context (1977)	1.25
Guide for Ongoing Planning (1977)	1.10
Handbook for Assessing an Elementary School Program (1978)	1.50
Handbook for Reporting and Using Test Results (1976)	8.50
A Handbook Regarding the Privacy and Disclosure of Pupil Records (1978)	.85
Health Instruction Framework for California Public Schools (1978)	1.35
Hospitality Occupations Curriculum Guide (1977)	3.00
Implementing Career Education: An Administrator's Handbook (1976)	.85
Implementing Career Education: California Plan for Career Education (1979)	.85
Implementing Career Education: Community Involvement (1977)	.85
Implementing Career Education: Concept and Process (1977)	.85
Implementing Career Education: Exemplary Practices (1977)	.85
Implementing Career Education: Instructional Strategies Guide (1977)	.85
Implementing Career Education: Nine Model Practices (1976)	.85
Liability Insurance in California Public Schools (1978)	2.00
Physical Education for Children, Ages Four Through Nine (1978)	2.50
†Planning Handbook (1978)	1.50
Report of the Ad Hoc Committee on Integrated Educational Programs (1978)	2.60
Science Framework for California Public Schools (1978)	1.65
Site Management (1977)	1.50
Social Sciences Education Framework for California Public Schools (1975)	1.10
State Guidelines for School Athletic Programs (1978)	2.20
†Students' Rights and Responsibilities Handbook (1978)	1.50

Orders should be directed to:

California State Department of Education
P.O. Box 271
Sacramento, CA 95802

Remittance or purchase order must accompany order. Purchase orders without checks are accepted only from government agencies in California. Sales tax should be added to all orders from California purchasers.

A complete list of publications available from the Department may be obtained by writing to the address listed above.

†Also available in Spanish, at the price indicated.